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ABSTRACT

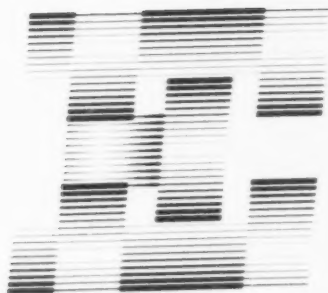
The educational policy of the Greek government rests on the basic assumption that education is a social good and something to which every citizen has a right. The state has an obligation to ensure this provision for every young person with the same level and quality of preparation. This brief but full description of the state educational system endeavors to give practical effect to the provisions on education in the Greek Constitution. A special chapter deals with the effects of the recent changes on the private education sector. Further chapters provide a summary of the Ministry's positions regarding special education, the movement of young people into working life, the education of the children of Greek migrant workers, and the education of children from foreign countries.

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THE GREEK EDUCATION SYSTEM
BRUSSELS 1986



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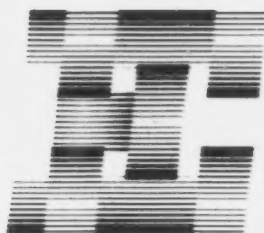
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THE GREEK EDUCATION SYSTEM

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The original version of the report was presented to the Education Committee of the European Communities in September 1983. However, major changes in the education system in Greece since that date have necessitated revised versions being produced. The first revised edition was issued in July 1984. This second revised edition was produced for the EEC seminar on the Greek education system in Athens in May 1986.

May 1986

EURYDICE European Unit

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Ministry of Education, Athens

Directorate of the European Communities

Greek EURYDICE Unit

FOREWORD

In September 1983, with the occasion of the Greek Presidency of the EEC, our service drafted a report on the Greek education system which with the technical assistance of the Commission of the European Communities was published in Greek, French, English and German.

The positive reception given to the report by the educational world - and more generally by those with an interest in Greek education - has made it necessary to re-issue it and to bring it up to date with the present educational reality.

The preparation of an EEC seminar on the Greek education system by the Greek Unit of EURYDICE, the education information network, has been a further reason for re-issuing the report.

This present report, like the previous one, aims at giving the reader a brief but full account of education in Greece.

The information contained in it has been gathered with the close cooperation of the Ministry's competent directorates.

We hope that the successive editions of the report will be able to give a picture of the unfolding dynamic of change in Greek education.

Head of Department

DR. M. EGINITOU-PANAGIOTIDOU

PREFACE

Article 16 of the Greek Constitution contains the following provisions:

- "1. Art and science, research and teaching, shall be free of impediment, and it shall be incumbent on the State to develop and advance them. Academic freedom and freedom in teaching shall be subject to the provisions of the Constitution.
2. Education shall be a fundamental concern of the State. Its purpose shall be to develop national and religious awareness and to provide for the moral, intellectual, physical and vocational education of the Greeks, and to engender their upbringing as free and responsible citizens.
3. Compulsory education shall last for not less than nine years.
4. All Greeks shall be entitled to free education in the state institutions, at all levels. The State shall support distinguished students and those in need of assistance or special protection, according to their abilities."

The educational policy of the Greek Government rests on the basic assumption that "education is a social good and something to which every citizen has a right. The State has an obligation to ensure this provision for every young person as an urgent priority, in every corner of our land - with the same level and quality of preparation, the same upright, transparent and objective procedures, the same reliable and full provision of information about opportunities and conditions of study at all levels, about the specific needs of the economy, and about the situation in employment.

One of the basic objectives of our educational policy is to seek out and develop the creative abilities and talents of our young people, to give these young people a systematic preparation for shouldering the difficult task of regenerating our country and ensuring its progress, in a responsible way, with critical understanding and, above all, as socially conscious workers and citizens equipped with adequate scientific and technical expertise."¹

In the following pages there is a brief description of the entire state educational system and of the adjustments which have been made in the last few years in order to give practical effect to the provisions on education in the Constitution. A special chapter deals with the effects of the recent changes on the private education sector.

Further chapters provide a summary of the Ministry's positions as regards special education and the movement of young people into working life, two matters which have been given particular attention by all the EC countries.

¹ From the speech of the Prime Minister, Mr. Andreas Papandreou, to the inaugural gathering of the National Council for University-level Education (4.4.1983).

Separate mention is made of a matter which is of special concern to Greece, the provision of education for the children of Greek migrant workers. This problem is growing in scale as more and more Greeks living abroad assert their desire ultimately to return to Greece.

The final chapter refers to the education of children from foreign countries, another matter which has been given particular attention by all EC countries.

A. THE STRUCTURE AND OPERATION OF THE GREEK EDUCATION SYSTEM

Education is provided on three levels: primary education (nursery and primary schools), secondary education (gymnasia and lycea) and tertiary education which encompasses university-level education (AEI) and non-university education (TEI).

Compulsory education lasts for 9 years (6 years at a primary school and 3 years at a gymnasium).

Responsibility for the administration and operational supervision of general and technical and vocational secondary schools lies with senior staff of the education directorates or offices. Teachers and administrative employees serving in the directorates or offices come under the control of these parties.

At the same educational level the responsibility for issuing guidance on teaching matters rests with the Schools Adviser whose duty it is to assess the performance of teachers and to arrange for their further training as well as to encourage educational research. The position of Schools Adviser was brought into being by Law 1304/1982.

The structure of the Greek education system, together with the relevant age groupings and the duration of study at each level, is shown in the diagram on the first page of the Annex.

A.1. PRIMARY EDUCATION

Primary education encompasses both nursery schools and primary schools.

A.1.1. Nursery Schools

The role of the nursery school is to help infants develop physically, emotionally, intellectually and socially within the context of the wider purpose set by primary and secondary education.

The nursery schools (nypiagoea) are either separate institutions or incorporated in child centres. Nursery education lasts for two years. The enrolment of infants is subject to their reaching the age of 3½ years not later than 1 October of the first year of attendance.

Nursery school attendance is gradually being made compulsory area by area by joint decisions of the Ministers of National Education and Religion, Health, Welfare and Social Security, and National Economy.

Basic data on pre-school education showing pupil, school and teacher numbers for the period 1971-72 to 1984-85 are given in Table 2.

Nursery schools which have from seven (7) to thirty (30) infants have one teacher and are known as "monothesia", while those with between thirty-one (31) and sixty (60) infants have two teachers and are known as "dithesia". The number of infants per school may be reduced by joint decision of the Ministers of National Education and Religion and National Economy. Exceptionally, nursery schools operating within child centres may be "polythesia" (have more than two teachers) depending on the number of infants in attendance, with one teacher per thirty (30) infants.

The teachers are graduates of the two-year Schools for Nursery Teachers. These Schools operate model nursery schools in which the students receive practical training. With the establishment of departments of education in the universities the course of training will last for four years.

A.1.2. Primary Schools

The role of the primary schools is to promote the multi-faceted mental and physical development of pupils in the context of the wider purpose set by primary and secondary education.

Attendance at primary school is compulsory and lasts for six years. The enrolment of children is subject to their reaching the age of 5½ years by 1 October of the first year of attendance.

Pupil assessment is conducted orally according to the following grades: Very Good (A), Good (B), Fairly Good (C).

Upward progression to the next class is automatic at the end of each school year. Only when a pupil has for a good reason been absent for more than half the academic year is he or she obliged to sit a progress examination. Failure in such an examination may result in the pupil having to repeat the year. Primary schools may be categorized according to the number of teachers they have - for example,

"monothesia" (1 teacher taking all classes), "exathesia" (six teachers), "dodekathesia" (12 teachers). Monothesia and dithesia (2 teachers) schools have up to 25 pupils per teacher and the larger primary schools up to 30 pupils per teacher.

The schools operate a five-day week. Classes 1 and 2 receive 23 hours of tuition each week, and the other classes receive 25 hours. The subjects taught in classes 1 and 2 are: environmental studies, modern Greek language, arithmetic, aesthetic education and physical education. In the remainder of the classes the curriculum includes religious knowledge, Greek language, history, physics and chemistry with elements of hygiene, geography, arithmetic and geometry, civics, arts and crafts, music, gymnastics and cultural activities. Article 4, paragraph 12, of Law 1566/1985 (FEK 167 t.A) on the structure and operation of primary and secondary education establishes foreign language teaching in primary schools.

Ensuing presidential decrees will institute changes in certain aspects of the organization and operation of nursery schools and primary schools and experimental nursery and primary schools.

Article 46 provides for the establishment of school cooperatives. Articles 49, 50, 51, 52 and 53 provide for the participation of the community and parents' associations in matters concerning the operation of the schools and the promotion of education. Textbooks are provided free at the primary schools. The Primary Teacher Training Colleges (Pedagogikes Akademies) operate model (latterly renamed "experimental") primary schools, and the universities of Athens, Thessaloniki and Patras also operate experimental primary schools.

These two types of schools assist the practical training of students in the teacher training colleges and teachers on further training courses, respectively.

The teaching in the primary schools of physical education, music, foreign languages and art subjects may be carried out by secondary school teachers as well as by primary school teachers.

On satisfactory completion of their primary school studies pupils are given a certificate which they use for enrolment at a State gymnasium.

A.1.3. Nursery Schools and Primary Schools - Factors common to both

The school year lasts from 1/9 to 31/8 of the following year. The teaching year, the period, that is, during which teaching is conducted, lasts from 11/9 to 10/6 of the following year.

Nursery and Primary schools close for 15 days at Christmas and 15 days at Easter. The summer vacation lasts from 11/6 to 10/9.

Pupil, school and teacher staff numbers for the 1983-84 and 1984-85 school years, together with pupil/school and pupil/teacher ratios, are given in Table 3 of the Annex.

Primary school and nursery school teachers are trained at, a) two-year tertiary education (non-university level) Primary Teacher Training Colleges and Schools for Nursery Teachers (these will cease to operate in 1989) and, b) at the Primary Education Departments and Nursery

Education Departments of the universities of Athens, Thessaloniki, Patras, Ioannina, Thrace and Crete - where the courses last for four years.

Postgraduate education for nursery and primary teachers has hitherto been provided at the Marasleio Primary Education College and has been of two years' duration. When the training departments at the universities have been set up this function will be transferred to them.

The in-service training of primary school and nursery school teachers is carried out at the Marasleio Primary Education College (MDDE), where courses last for two year, and at the Schools for the In-Service Training of Primary School Teachers (SELDE), where courses last for one year.

The MDDE and the SELDE will cease to operate after promulgation of the decree on the establishment of regional in-service training centres provided for in Article 29 of Law 1566/1985.

Data on the numbers of students, departments, graduates and teachers at the colleges and schools which provide training and postgraduate training for nursery and primary teachers are shown in Tables 4 and 5 of the Annex.

A.2. SECONDARY EDUCATION

This is provided at gymnasia and lycea.

A.2.1. Gymnasia (lower secondary education)

The role of the gymnasium is to promote, within the spirit of the wider aim of education, the rounded development of pupils according to the abilities they have at this age and in line with the requirements of life.

Attendance at the gymnasia (of which there were 2,613 in the 1984-85 school year) lasts for three years and is compulsory. Pupils who have completed the normal six years of primary education are admitted without examination. Graduating pupils are awarded a gymnasium leaving certificate.

The gymnasia fall into two categories: daytime gymnasia and evening gymnasia. The evening gymnasia operate for the benefit of persons in employment who are 14 years of age or over.

The gymnasia have a general course of tuition for all classes. After promulgation of a presidential decree as mentioned in paragraph 4 of Article 5 of Law 1566/85 sports and music gymnasia may be set up in certain of the country's cities.

Pupils are provided with free textbooks (one textbook per subject). The subjects taught and the weekly timetable in the three gymnasium classes are given in Table 6 of the annex. The teaching year is made up of three trimesters. Pupils are assessed orally and on the basis of written exercises every trimester.

Progression from class to class is dependent on the marks gained in each subject for each of the three trimesters. Final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed three years, are taken by the teachers' association. Pupils must attain a mark of at least 10 (the maximum mark is 20) in each subject. However, a pupil may be allowed to progress to the next class if, despite having a mark of less than 10 in up to four subjects, he or she has an overall mark in all subjects of 13 or above.

There are no special end-of-year written examinations for each class.

A.2.2. Lycea (upper secondary education)

Lycea are divided into the following types: general lycea, classical lycea, technical/vocational lycea and comprehensive lycea. In accordance with procedures mentioned in paragraph 1 of Article 8 of Law 1566/85 sports and music lycea may be set up in certain of the country's cities.

The lycea seek to bring the aims of education to completion.

Holders of the gymnasium leaving certificate have automatic right of admission, without examination, to any type of lyceum.

Lyceum studies last for three years except at the few evening lycea for students in employment where studies extend over four years. Books are provided free. On graduating pupils are awarded the lyceum leaving certificate (apolytirion).

At the general lycea pupils in classes 1 and 2 are taught a common core of subjects. In the final year (class 3) pupils receive 10 hours of tuition each week in a common core of general education subjects and 20 hours of tuition in the subjects of one of four option streams which are designed to prepare them for entry to specific areas of study at university-level or non-university tertiary institutions. Since the 1983-84 school year a fifth option stream, designed to cater for the needs of pupils who wish to enter employment rather than go on to tertiary studies, has been added to the other four. This latest option stream is made up of general liberal subjects. Details of the common core general education subjects and of the special subjects in each of the option streams are given in Table 7, together with the weekly timetable per subject.

The teaching year at the lycea, as in the case of the gymnasia, is divided into 3 trimesters. Every trimester all pupils are assessed orally and on the basis of written exercises.

Whereas at the gymnasia there are no end-of-year examinations, pupils at the lycea, in addition to the oral assessment of their work in all subjects over each trimester, have to sit official class progression or final graduation (according to the case) written examinations in each subject during June. The final assessment of a pupil's performance over the year in each subject is based on the average of the oral assessment mark and the end-of-year written examination mark. As at the gymnasia, final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed three years, are taken by the teachers' association.

We point out that under the new selection system for entry to university-level and non-university level tertiary institutions the following marks are taken into account when assessing candidates.

1. The general marks attained by the candidate when progressing from class 1 to class 2 and from class 2 to class 3.
2. The general graduation mark attained at the end of class 3.
3. The marks attained by the candidate in the national written examinations in the preparatory option stream subjects. These latter written marks serve two purposes: they are used, together with the oral marks in each of the corresponding subjects, to assess pupils for the award of the graduation certificate, and, on their own, they are used to assess the suitability of applicants for places at tertiary institutions.

Young people who do not gain admission to tertiary education at the first attempt have the right to seek - without any limitation on the number of attempts - to improve their marks in order to satisfy the entrance requirements of the particular institutions of their choice. To assist them in this, Post-Lyceum Preparatory Centres have been set up in all parts of the country. These began functioning in January 1983.

These Post-Lyceum Preparatory Centres were established in order to help overcome the enormous geographical, social, class and other inequalities which, over the country as a whole, affect the level of educational opportunity open to young people, to breathe life into the regions and to do away with parallel education methods.²

Teachers in secondary education receive their initial training at the universities. For in-service training they attend one of the Secondary Education In-Service Training Schools (SELME).

Tables 4 and 5 of the annex give data relating to students, departments, graduates and teachers at the schools for the further training of secondary school teachers for the academic years 1983-84 and 1984-85.

Data on pupils, schools, teachers, pupil/school and pupil/teacher ratios in secondary education for the school years 1983-84 and 1984-85 are given in Table 8 of the annex.

Table 9 of the annex shows the movement in the basic data on secondary education, namely pupil, teacher and school numbers from 1971-72 to 1984-85.

Law 1566/1985 has instituted comprehensive lycea.

The comprehensive lycea will consolidate the organic link between general and technical/vocational education and provide all pupils with opportunities for the balanced development of their abilities and the cultivation of their interests and skills, so as to facilitate their participation in the productive processes and development of the country.

Comprehensive lycea are gradually being established over the whole country according to geographical, educational and financial circumstances and needs.

In class 1 at comprehensive lycea all pupils follow a common core of subjects and are also able to take elective subjects as well as optional subjects in their free hours. Class 2 is divided into courses of study and class 3 into branches of study. Pupils in these classes receive teaching in a common core of subjects and in course or branch subjects accordingly.

The courses of study provide the basic grounding and act as starting points for groups of similar vocations and for the preparation of the pupils for tertiary education. The branches of study prepare the pupils to: a) continue study at tertiary level - the curricula include the teaching of the corresponding preparatory subjects, b) carry out a profession, and c) acquire a specialization after study at a specialization department for lycea graduates.

² The term "parallel education" refers mainly to the activities of private cramming institutes (frondistiria) which prepare young people for tertiary education entrance examinations.

A.2.3. Secondary Technical / Vocational Education

This is provided at two types of schools:

- a) Technical / Vocational Lycea (TEL)
- b) Technical / Vocational Schools (TES).

These types of schools operate on the basis of Law 1566/85.

The technical/vocational lycea combine general education with vocational training. Pupils have the opportunity to acquire a diploma equipping them to carry out a profession immediately on graduating, or a leaving certificate (apolytirion) leading to tertiary-level education. Each TEL may also have a specialization department which pupils may attend after graduation.

The minimum qualification for admission to a TEL is the gymnasium leaving certificate. The TEL, aside from pursuing the general aims of secondary education, prepare young people for a skilled profession and at the same time give them the opportunity to continue their studies in class 2 of the TEL. The minimum qualification for admission to a TES is the gymnasium leaving certificate. For the benefit of young people who are in employment there exist evening TEL and TES.

Attendance at the daytime TEL lasts for three years, at the evening TEL for up to four years, at the daytime TES for two years and at the evening TES for up to three years.

If a course at either a daytime or an evening TES includes work practice attendance is prolonged by up to one year.

In their first year at a TEL all pupils follow a common curriculum. 34 hours of tuition are provided per week. Of these, 21 hours are in general education subjects and 13 hours in subjects of a technical/vocational nature.

Division into sectors commences in class 2. In this year, out of 34 hours of tuition per week 19 hours are in general education subjects and 15 hours in specialization subjects. The latter hours include the varying time spent in the workshop, depending on the pupil's chosen sector.

In class 3, when pupils follow a course in the department chosen from their respective second year sector, weekly tuition is again 34 hours. Of these, 13 hours are in general education subjects and 21 hours in specialization subjects with the latter including varying time spent in the workshop depending on the section and department.

The vocational standing of pupils graduating from the TEL is regulated by presidential decree on the recommendation of the Minister of National Education and Religion and of the other pertinent competent Minister.

Instead of following a course in a specialization section in class 3 pupils at the TEL have the opportunity to opt for tuition in a preparatory option stream leading to the award of an apolytirion (lyceum leaving certificate). The TEL offer option streams A, B and D.

After acquiring the TEL apolytirion in the way described above a pupil may retake class 3 so as to acquire a specialization diploma.

At the TES 30 hours of tuition are provided each week in each of classes 1 and 2. Of these 6 hours are in general subjects and 24 hours in specialization subjects and workshop training.

The school year is divided into trimesters and the procedures for assessing pupils are the same as those in general secondary education. Permanently employed teaching staff in State-sector secondary technical/vocational education number 6,828 in the 1985-86 school year. In the 1984-85 school year (for which data are available) there were approximately 1715 full or part-time teaching staff employed on an hourly basis.

There are at present 221 TEL and 108 TES in operation

Tables 10, 11 and 12 of the annex show respectively:

1. Specialization sectors and departments at the TEL.
2. Specializations at the TES.
3. Data on secondary technical/vocational education for the school year 1984-85.

Some of the other new arrangements instituted by Law 1566/85 are listed below:

1. Maximum class size in the gymnasia and lycea is reduced from 40 to 35 pupils, and to 30 pupils in preparatory option streams.
2. Pupils who reside a long way from their school are to be provided with free school transport or board and lodging in the school, or a monthly allowance.
3. There is provision for the awarding of state bursaries to lycea pupils.
4. Pupils' committees are to be established to facilitate the participation of pupils in school life.
5. Each secondary education establishment is to have sports clubs in which pupils may participate on a voluntary basis.
6. School cooperatives are to be established for the purpose of educating pupils in the principles of mutual help, cooperation and social responsibility, and of helping them to develop independence of mind and democratic perception and an acquaintance with collective economic activity.
7. School vocational guidance (SEP) is incorporated into the curriculum.
8. Pupils at comprehensive lycea, technical/vocational lycea and technical/vocational schools are to be provided with free medical treatment in the event of workshop accidents.
9. There is provision for the establishment of a series of community participatory bodies, viz:

- a) Establishment of a National Education Council (ESYP) charged with making recommendations to the government on matters of policy at all levels of education, training, continuing education and adult education in the following regards:

- (i) The formulation of educational policy guidelines.
 - (ii) The adaptation of the content of education in line with the objectives of the country's economic and social development programme.
 - (iii) The structuring of education and the determining of vocational specializations in line with production and productivity requirements.
 - (iv) The content and implementation of school vocational guidance.
 - (v) The development of pre-school education and special education.
 - (vi) The development of continuing education and adult education.
 - (vii) The drawing up of guidelines for the work of the prefectural education committees.
 - (viii) Any other relevant matter on which the Minister of National Education and Religion requires an opinion.
- b) Establishment of prefectural and provincial education committees charged with making recommendations concerning the organization of libraries, parent seminars, educational/cultural activities, the establishment, closing and amalgamation of schools, the distribution of credits, etc.
- c) Establishment of municipal and communal education committees charged with making recommendations to, respectively, municipal mayors and communal chairmen, concerning the better organization of schools.
- d) Establishment of school councils composed of teachers' representatives, members of the administrative board of the parents' association, a local government representative and three pupils, charged with ensuring the smooth functioning of schools and parent/teacher communication, etc.
- e) Establishment of school committees composed of a representative of the particular municipality or commune, a representative of the parents' association, the school head and a pupils' representative, charged with the management of credits allocated for the operational expenditure of the school, the raising of funds, the appointment of persons to run school refreshment facilities, etc.

10. Re-establishment of the Pedagogical Institute (PI) operating as an independent State service under the direct jurisdiction of the Minister of National Education and Religion and with its headquarters in Athens.

The work of the PI embraces the following:

- (i) research into and study of primary and secondary education issues;
- (ii) the drafting and submission of proposals on the orientations, planning and programming of educational policy in order to achieve the aims of primary and secondary education in conjunction with the country's economic, social and cultural development programme;
- (iii) monitoring of developments in educational technology, study of ways of utilizing this technology in education and monitoring of the results of its application;
- (iv) planning and supervision of in-service teacher training programmes.

A.3. TERTIARY EDUCATION

Every graduate of upper secondary education is entitled to seek admission to a tertiary institution. He or she must have pursued a set of preparatory option stream subjects which correspond to the area of study in tertiary education for which application is made.

There are four (4) preparatory option stream subject areas, and each of these corresponds to an area of study in tertiary education.

Greece follows a policy of limiting the number of places made available in tertiary institutions (NUMERUS CLAUSUS). This applies over the whole spectrum of tertiary education.

Candidates are admitted on the basis of their overall mark and subject to a place being available in the department and faculty for which they have stated a preference. The number of entrants is decided upon by the Ministry of Education each year. A candidate's overall mark is calculated, to the extent of 75%, on his or her performance in the option stream subjects, and, to the extent of 25%, on the basis of the progression and graduation marks he or she achieved at the lyceum. As has already been stated, young people wishing to enter tertiary education have the right to retake examinations in any subject and, if they wish, to change to another set of preparatory option stream subjects.

In addition to the fixed number of places for Greek applicants a number of places in each department or faculty are made available for foreigners and students of Greek origin coming from abroad, some of whom receive scholarships.

For a period of 3 years a number of places at Institutes of Technological Education (TEI) will be reserved for applicants from Technical or Vocational Lycea without examination in option stream preparatory subjects, but subject to satisfactory performance in certain subjects they have followed in the final year at the lyceum.

A.3.1. University-level Education

Article 16, paragraph 5, of the 1975 Constitution stipulates that all university-level institutions (AEI) must be legal entities in public law and totally self-governing. These institutions are financed and supervised by the State and are organized in line with specific laws which deal with their operations. Such institutions may not be founded by private citizens or bodies.

Greece currently has 17 AEI. These, together with their faculties and departments as presently constituted, durations of study and degrees awarded, are shown in Table 14 of the Annex.

Since 1974 many attempts have been made to reform university-level education. There was general acceptance of the view that it was in a state of impasse and that the deep crisis affecting the Greek universities was preventing them from fulfilling their tremendously important social role.

In the context of promoting decisive structural change as regards the democratization and modernization of the universities, Law 1268/1982 - which deals with the structure and operation of the AEI - was drafted and eventually approved by Parliament. The law was given presidential assent on 16 July 1982 and began to be applied in the universities from October 1982.

The radical legislative change effected by Law 1268/1982 has two central objectives: a) the safeguarding of the quality of studies which is essential from both the national and social standpoints, b) the introduction of a free and democratic system of education.

The institutional changes brought about by Law 1268/1982 can be summarized as follows:

I. The establishment of two new institutions:

1. The National Academy of Letters and Sciences (EAGE) and
2. The Council of Higher Education (SAP).

The EAGE, charged with the coordination of research, teaching and postgraduate studies, will contribute to the improvement of teaching staff selection standards.

The EAGE (which has not been constituted as yet) will advise the Government in matters pertaining to university education and will be responsible for planning and overseeing research at the AEI in line with the decisions of the Council of Higher Education (SAP).

The SAP is a monitoring body made up of representatives of the community, the universities, the political parties and the Ministry. It makes recommendations to the government on university matters, particularly as regards the following:

- the establishment, dissolution, amalgamation, organization and operation of the AEI and faculties,
- the professional orientation and proper utilization of the country's scientific manpower,
- the allocation of funds and the establishment of teaching positions in all categories of AEI,
- the determination of the basic orientation of university research in line with the requirements of the Government's development programme at both national and regional levels,
- student transfers and the registration of graduates wishing to acquire another degree,
- the coordination of university-level education with continuing education programmes and in-service training requirements.

The SAP has been functioning since April 1983.

II. The restructuring of the AEIs

In accordance with the stipulations of the Constitution concerning academic freedom the new law makes provision for all the elements involved in university life to share in decision-making. The professoral chair has been abolished. Henceforth the basic unit will be the university department, which is itself divided into sections.

Responsibility for formulating teaching and research policy in connection with the subject areas for which degrees are awarded now lies with the departments. The sections are responsible for implementing the basic policy decisions taken by their respective departments.

Each department is run by a general council which formulates teaching and research policy and exercises democratic control over all of the department's affairs.

The AEI are composed of faculties. The faculties are divided into departments. The department constitutes the basic academic unit and each covers the material of a particular subject. The syllabus of a department leads to a uniform degree.

The bodies of the AEI are the Senate, the Rectors' Council and the Rector.

The Teaching-Research Staff (DEP) are made up of Professors, Supply Professors, Assistant Professors and Lecturers. Professors and Supply Professors are elected as permanent.

Law 1268/1982 effected certain changes in matters relating to transfers and classifications in tertiary education and set up fair and reasonable procedures governing the return of young people from universities abroad.

The new law places faculties in tertiary education on an equal footing in the practical sense, unifies and gives concrete shape to certain one-sided and contradictory arrangements which had pertained to the same procedures in faculties of differing rank, and, lastly, in cases where there is a thoroughly documented social protection requirement, makes it possible for such factors to be duly taken account of in matters pertaining to the transfer of Greeks studying abroad.

Lastly, postgraduate studies at the AEI have been set on a new basis by virtue of Law 1566/1985. In specific terms:

- (i) A department may operate a programme of postgraduate studies in its appropriate specializations when sanctioned to do so by a decision of the Minister of National Education and Religion. Such a decision is issued subject to the submission of a proposal by the department and consideration of the opinions of the Senate and the Council of Higher Education (SAP). Each postgraduate syllabus leads to the award of a postgraduate qualification in an area of specialization.

- (ii) A decision is taken as to which section or sections are responsible for any particular area of specialization. Subject to the submission of a proposal by several departments acting in concert and to consideration of the opinions of the Senate and the SAP, or following a proposal by a Senate and consideration of the opinion of the SAP, it is possible for an inter-departmental or inter-university programme of postgraduate study to be operated.
- (iii) The members of the teaching and research staff, visiting professors, assistant professors-in-charge and specialists within a department participate in the supervision of the postgraduate study programme as arranged by the responsible bodies.
- (iv) Each AEI has a postgraduate studies and research committee.
- (v) Postgraduate students enjoy the same privileges and facilities as undergraduate students.

A.3.2. Non-university tertiary education

Institutions of Technological Education (TEI)

The institutions of technological education belong to the tertiary level of education together with the universities. In contrast to the AEI, which place emphasis on the advancement and development of science, research and theoretical all-round tuition, the TEI are concerned with the assimilation of scientific knowledge and its practical application.

The organization and functioning of the TEI are based on Law 1404/1983 and the presidential decrees and ministerial decisions issued in connection with this law.

According to the law :

- A TEI is a self-governed public body subject to public law and supervised by the Minister of Education.
- Academic freedom and freedom in teaching is guaranteed and shall be subject to the provision of the constitution.
- Student participation in matters concerning the TEI and their studies is also envisaged.
- A TEI will comprise at least two faculties each incorporating at least two departments. In the establishment of faculties or departments priority will be given to sectors that are considered viable.
- The curricula will be revised and up-dated every two years. They comprise compulsory, elective and optional subjects.
- The members of the teaching staff are classified into three grades - professors, assistant professors, professors for practical lessons - according to their academic qualifications and teaching and professional experience.

- The academic year is divided into two independent semesters of 17 weeks each.
- In addition, the law provides for the establishment of two advisory bodies to the Minister of Education.
 - a) The Council for Technological Education (STE) with competencies in the development of general policy in this field ;
 - b) The Institute for Technological Education (ITE) which is a State service answerable to the Minister and advises him on matters regarding the internal organization of the TEI, the development of their curricula, the equivalence of diplomas etc.

Regional councils for technological education are also created in the areas where the TEI are located.

The TEI will contribute to:

- total and self-sufficient national, economic and social development;
- the transition to new methods of production;
- national research, the evaluation and assimilation of the technology introduced, and the production and development of technology at national level;
- the development of a modern and dynamic economy, advanced technology, and a link between education and production;
- the logical development of the education system, the reform of the curriculum and upgrading of studies.

At this point, two years after the creation of the TEI, the full institutional framework has been completed. In specific terms:

- The internal regulation on the operation of the TEI, covering, specifically, the operation and responsibilities of all the bodies involved and, generally, all administrative matters has been issued.
- Decrees have been issued: on the employment of permanent and non-permanent teaching staff, on the disciplinary code for teaching staff, on special teaching staff, etc. In the course of the last two years, approximately 500 permanent teaching staff have been appointed in TEI throughout the country and the advertising of posts for further teaching staff is continuing.
- Decisions have been issued on the procedures for leave and in-service teacher training. On the basis of these decisions approximately 100 teaching staff have received in-service training in Greece or abroad in the last year.
- All the new curricula have been issued and are being implemented.
- The regulation on TEI studies, governing all aspects of educational procedure has been issued.

- The principle of ensuring work practice for students in their chosen vocations has been put into effect. Each year 10,000 students spend 6-8 months in various services of the public and private sectors.
- Effect has been given to the principle of applied research. Many programmes are being carried out in all the TEI.
- Considerable progress has been made as regards the premises and equipment of the TEI.
- The following advisory bodies have been constituted and are in operation: the Council for Technological Education; the Institute for Technological Education.
- All of the decrees dealing with student care (students' hostels, medical treatment, etc.) have been issued.

There are approximately 46,000 students at the TEI at present (the distribution by TEI is given in Table 13).

Permanent teaching staff of all grades in the TEI number approximately 1,800. When non-permanent teaching staff are added the figure comes to 5,300.

Administrative staff currently number 350.

The existing faculties at present in the TEIs are:

- 1) Technological applications, with 16 departments
- 2) Graphic arts and fine arts studies, with 5 departments
- 3) Food technology with 3 departments
- 4) Health and caring professions, with 14 departments
- 5) Agricultural technology, with 8 departments
- 6) Administration and economy, with 7 departments

The distribution of these departments by TEI is given in Table 15.

A recent presidential decree has established 17 new departments and abolished 8 (shown in Table 15) in furtherance of the objectives of regional decentralization and development and the development of new technology.

The Council of Technological Education, which is composed of all the bodies involved (ministries, chambers of commerce, associations, student unions, productive sectors, etc.) is making a substantial contribution in this respect.

B. PRIVATE EDUCATION

Pursuant to Law 682/1977 "concerning private general education schools and boarding schools" such schools may be founded subject to the approval of the appropriate regional board and the issuing of an affirmative decision by the Minister of Education or his appointed deputy.

Law 1268/1982 "concerning the structure and operation of university-level institutions" (Article 48) abolished the private higher technical and vocational schools which had been run under Ministry of Education supervision.

Article 16 (paragraph 8) of the Greek Constitution prohibits the setting up of university-level institutions by private citizens or bodies.

Private secondary general education schools belonging to non-profitmaking legal entities may be supported financially via appropriations entered in the general budget of the Ministry of Education. The level of this support is decided by the Minister (Law 682/1977).

Private and State schools are controlled by the same supervisory authorities.

Control is exercised over staffing sufficiency, pupil numbers per class, transfers from State-run schools to private schools, the composition of the examining committees which are responsible for class progression and graduation examinations at the lyceums, the awarding of graduation certificates and, on occasion, the schools' textbooks.

Teaching hours for full-time teachers in the private schools are the same as those for teachers in State schools, according to the circumstance. Teachers in the private schools receive at least the same remuneration as their equal-ranking counterparts in the State schools.

The certificates awarded by private primary schools rank equally with those awarded at State primary schools.

The certificates awarded by private lower general secondary schools (gymnasia for pupils aged 12-15) rank equally with those of the State-run gymnasia, without any special procedure having to be followed.

However, at the upper secondary level (private general lycea) pupils in all three classes have to sit written class progression (or graduation) examinations in all subjects at the end of each school year under the supervision of a mixed committee made up of private and State school teachers. Private general lycea are not permitted to award leaving certificates to any of their pupils who have not sat the examinations supervised by the mixed examining committee.

Table 16 provides data on private nursery, primary and secondary schools.

C. SPECIAL EDUCATION IN GREECE

The provision of primary and secondary education for children with special educational needs is a multi-faceted new extension as far as the Greek educational system is concerned.

Until a few years ago special education (EA) was provided only for a few children, mainly as inmates in homes run by various charitable foundations. In recent years, however, with the creation of the necessary legislative infrastructure (Law 1143/1981 and Presidential Decrees 603/82, 605/82 and 137/83, etc.), the provision of - in general terms - properly trained staff and the founding of a number of special schools covering the whole country, this sector has been given a systematic push forward.

Law 1566/85 makes special education (EA) an integral part of general education, and the previously applicable separate legislation has been incorporated into the combined law on the structure and operation of primary and secondary education. The main elements affecting EA are:

- 1) the creation of new branches of skilled personnel (psychologists, speech therapists, social workers, physiotherapists, occupational therapists, assistants) who will be employed by the Ministry of National Education and staff the EA units.
- 2) The creation by the Ministry of National Education of the Council for Special Education (SEA). This body will replace the old EA Council and has more representatives of the various service and social agencies.
- 3) The institution of measures and methods of approach to achieve closer coordination of the services responsible for diagnosing the problem of each child with special education needs.
- 4) The possibility of commencing the provision of EA from the age of 3 years.
- 5) The regulation of certain matters affecting the teaching staff of special education units run by foundations governed by other ministries.

In October 1985 there were 167 special education units of all types and grades under the jurisdiction of the Ministry of National Education. Of these 151 are operated by the State and only 16 are privately run. Of the latter, however, 14 belong to legal entities in public or private law (NPDDs or NPIDs respectively) and only 2 to natural persons (see Table 17).

We point out that already 90 new special education units have been legislated for, over the whole country, and will commence operations from the 1985-86 school year. 81 of these, 90% that is, will be in the form of special classes in ordinary schools (school-incorporated special education).

The existing special education units have a teaching staff allocation of 526 positions of which 471 have been filled. Of those teaching in EA approximately half have received two years of further training in

the EA department of the Marasleio Primary Education College (MDDE), and while the other 50% have not received any further training in EA they have long experience and a special interest and sensitivity concerning this form of education. In the main the latter staff serve in the NPDD and NPID schools and also in secondary general and technical/vocational education (special vocational schools - see Table 18).

The number of pupils with special education needs who are following special education programmes in these units is 3,484, and their distribution by type of school is shown in Table 19. This number represents only 2% of the total number of children in the 4-18 age group who, according to international statistics, have special education needs, though this depends, we must emphasize, on the quality and therefore on the extent of the EA which a State wishes and is able to organize and offer. the more specialized and organized EA provision is, the more individuals with special education needs it can encompass.

The supervision and monitoring of the implementation of the special education programmes is conducted, for the country as a whole, by 8 Special Education Advisers who have been appointed to the respective regions.

Finally, a start has been made on providing for the special education of problem children with the establishment of the first special vocational school. This school will accept pupils in the 14-18 age group who have attended a special primary school. The aim is to give these pupils a vocational training which will equip them to make a successful transition to the world of work and social activity.

D. MEASURES UNDERTAKEN BY THE MINISTRY TO AID THE MOVEMENT OF YOUNG PEOPLE INTO WORKING LIFE

It should be made clear at the outset that the Ministry has no official remit to monitor unemployment trends, nor does it keep data on the subject. This responsibility lies with the Manpower Employment Organization which is attached to the Ministry of Labour.

This does not mean, of course, that the Ministry is indifferent to youth unemployment. However, its activities in the fight against this are more preventive than regulative. It acts in two main ways:

(a) by ensuring that educational policy is shaped in such a way as to make the transition of young people into working life as easy as possible, without this impeding the free development of children's personalities and without, at any level, curtailing the acquisition of knowledge. This it is doing via the following processes:

- with the gradual incorporation of the subject of school vocational guidance into the school curriculum.
- with the formulation of suitable educational programmes (variety of subject options).
- with the development of middle and tertiary technical and vocational education.
- with its plan to introduce vocational guidance into the universities in order to help students make career choices.
- with the development of adult education (laiki epimorphosi) as a supplement to the formal educational system, thus offering young people additional opportunities for both preparatory instruction and basic vocational training. In July 1985 the General Secretariat of Adult Education was transferred to the jurisdiction of the Ministry of Culture and Science.

(b) by using some of the money paid to Greece from the EC Social Fund to develop accelerated training courses for young people under 25 which aim at giving them a skill in order to equip them better for the labour market. These programmes, which in 1985 cost a total of 11 billion drachma, are of varying duration (5-12 months). The specialization sectors embraced by them cover the whole range of technical, economic and agricultural skills, with particular emphasis on the new technologies. It is expected that these programmes will be incorporated and made more systematic in the framework of the Integrated Mediterranean Programmes (EEC Regulation 2078/23-7-85), which have already begun to be submitted.

It should also be mentioned that the Ministry has started 3 pilot projects related to "the transition of young people from education to the world of work". This is being done in the context of the 3-year programme set up by the Council of Education Ministers of the EC (approved on 12 July 1982) for the implementation of 30 pilot projects in the Member States on the same general theme. The projects implemented in Greece are, briefly, as follows:

1. The training of secondary school teachers to teach school vocational guidance (SEP).
2. The training of lyceum graduates to man agricultural cooperatives (AGRI).
3. The experimental introduction of Comprehensive Lycea (EPL).
(Linking the EPL with the cultural, productive and social environment) (LINK).

These programmes are proceeding as planned and have already reached the 3rd stage of implementation.

E. THE EDUCATION OF THE CHILDREN OF GREEK MIGRANT WORKERS

It is not known exactly how many Greek children of compulsory school attendance age (6-15) are resident in the countries of the EC. In West Germany, where most Greek migrant workers are living, there are approximately 50,000 such children.

Of the Greek workers in the EC countries (and amongst these are numbered the Greek Cypriots who have settled in Great Britain because they, too, have need of the same educational facility) a proportion have decided to remain in their host countries on a more permanent basis, whilst others, who in some countries (such as Germany and Holland) are in the majority, intend to return to Greece or are uncertain of their plans.

As a general rule, those in the first category either prefer, or have accepted, that their children should integrate into the education systems of their host countries and simply seek that a lesson in Greek language and civilization be incorporated into the morning curriculum of the particular national schools their children attend. The others, who either plan to return to Greece or have indefinite plans, prefer more of a Greek language programme, or that the teaching of their children should be in Greek, so that on their return to Greece they can integrate into the Greek education system without insurmountable obstacles. This latter desire has expressed itself more in countries where, for reasons mainly to do with language, a large percentage of Greek pupils (in West Germany more than half of them) fail to successfully complete their basic schooling. Thus, in Germany, for example, where the problem is most acute, Greek parents express satisfaction with the Greek schools in Bavaria and with the new bilingual classes in Baden-Wurtemberg, but are concerned about the situation in North Rhine-Westphalia, chiefly, but also in Hesse, where the Länder governments have imposed the integration of Greek children into the normal German classes and have drastically reduced the teaching of Greek.

The Greek Ministry of Education considers the concern of the Greek migrant parents to be justified and respects their wishes. It therefore seeks:

1. For the children who, in accordance with their parents' wishes, are attending ordinary national school in the host countries:
 - (a) special help to enable them to overcome the problems of language and adjustment, and
 - (b) the incorporation into their morning school curricula of a lesson in Greek language and studies (the history, geography and civilization of Greece, and religious instruction) so that they can retain and cultivate the sense of national identity which is essential to their normal emotional and social development.
2. For the children who, because their parents plan to return to Greece or because they have difficulty in adjusting, do not attend ordinary schools in the host countries:

- (a) the setting up of schools or classes in which the basic subjects will be taught in Greek, with the host country bearing the main cost and with both countries (the host country and Greece) sharing the responsibility for teaching, and
- (b) the establishment and consolidation of unmixed schools and classes for Greek children with Greek as the language of tuition.

The Greek Ministry of Education also wishes to participate in the compilation of suitable syllabuses, in the selection of textbooks and other teaching material, and in the training of properly qualified teaching staff. In another context it already organizes reception classes and remedial help for returning Greek children who experience difficulty in adjusting to the Greek educational system.

In line with its views as expressed above, the Ministry of Education believes that the immediate and universal implementation of Directive EEC/77/486 which provides for the organization of native language and civilization classes for the children of migrant workers would contribute positively to the achievement of the desired objectives, particularly in view of the fact that a substantial number of the migrant workers' children from the Member States (including Greece) currently receive no tuition in these subjects. The Ministry also wishes to stress its view that this subject should form an integral part of the children's regular daily curriculum and extend over 5-6 hours per week. It also stresses the need for the scope of the directive to be extended to stipulate the establishment of classes or schools, in which much of the tuition would be in the mother tongue, for the benefit of children who are destined ultimately to integrate back into the educational systems of their countries of origin.

Table 20 of the Annex gives data on Greek pupil numbers by category of school, and teacher numbers, for the 1984-85 school year.

F. THE EDUCATION OF CHILDREN FROM FOREIGN COUNTRIES

On 14 December 1983 a presidential decree (N° 494) was issued on the creation of reception classes for the education of children of nationals of Member States and non-Member States of the European Community. The decree aims to make legislation conform to Directive EEC/77/486 and applies to all children whose parents are resident in Greece or work or have worked in Greece. The education will be free and consists of classes in the Greek language and other subjects suited to the particular needs of the pupils, and in the language of the country or origin. Classes will be formed in nursery, primary and lower secondary schools in Greece on condition that at least eight children have the same mother-tongue.

At the moment, the nine years of compulsory schooling for the children of foreigners from both EC and non-Community countries, who work and are resident in Greece, is mainly provided by private schools which operate in the major Greek cities where foreign communities exist. A detailed, timetabled programme of lessons is used in these schools, devised in cooperation with the diplomatic and consular authorities of the country of origin.

Lastly, with presidential decree N° 435/1984 (FEK 154 t.A) on the founding and operation of schools for immigrant Greek children from English-speaking countries, the following English-language orientated schools have been set up and are operating in the Attica prefecture: one 12-teacher (dodekathesia) primary school, two gymnasias and two lycea. In addition, a primary school, a gymnasium and a lyceum which are German-language orientated have been set up and are operating in the Thessaloniki prefecture on the basis of presidential decree N° 369/85 (FEK 131 t.A). The above schools are State run.

9,329 pupils from EEC and non-member countries attended the foreign schools in the 1983-84 school year. Of these, 4,696 attended the gymnasias, 3,716 the lycea and 917 the primary schools.

ANNEX

TABLE 1
STRUCTURE OF THE EDUCATION SYSTEM IN GREECE

AGE	3½	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YEARS OF STUDY																				
PRE-SCHOOL EDUCATION																				
PRIMARY EDUCATION																				
LOWER SECONDARY EDUCATION																				
UPPER SECONDARY EDUCATION																				
TERTIARY EDUCATION																				

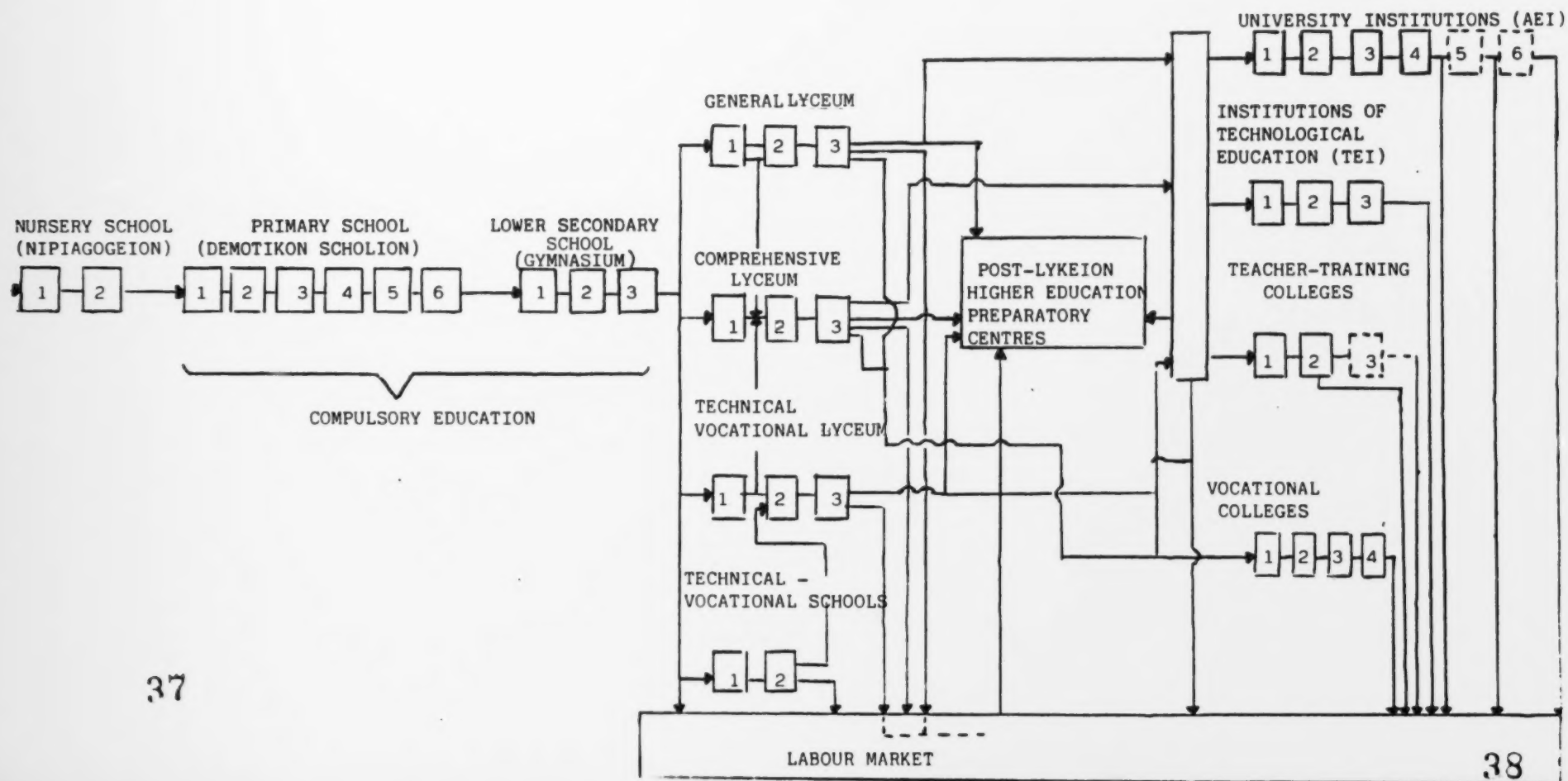


TABLE 2

BASIC DATA ON PRE-SCHOOL EDUCATION FOR THE PERIOD FROM 1971/72 TO 1984/85

	PRE-SCHOOL									Pupils (state and private)	
	PUPILS			SCHOOL UNITS			TEACHERS				
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	per school unit	per teacher
1971-72	91.178	74.986	82	2.448	2.090	85	2.853	2.343	82	37	32
1972-73	101.285	83.935	82	2.867	2.507	87	3.355	2.811	84	35	30
1973-74	108.358	90.978	84	3.067	2.698	88	3.737	3.156	84	35	29
1974-75	109.643	93.236	85	3.258	2.861	88	4.025	3.419	85	34	27
1975-76	108.357	92.637	85	3.279	2.871	88	4.137	3.526	85	33	26
1976-77	118.120	100.913	85	3.481	3.054	88	4.504	3.839	85	34	26
1977-78	122.638	106.480	87	4.036	3.618	90	4.978	4.354	87	30	25
1978-79	133.706	118.711	89	4.417	4.030	91	5.410	4.855	90	30	25
1979-80	140.232	125.974	90	4.596	4.246	92	5.800	5.262	91	31	24
1980-81	142.520	128.582	90	4.752	4.434	93	6.146	5.610	91	30	23
1981-82	148.843	135.827	91	4.905	4.594	94	6.342	5.808	92	28	21
1982-83	146.612	136.159	93	5.020	4.783	95	6.483	6.056	93	27	21
1983-84	154.076	144.599	94	5.110	4.890	96	6.829	6.440	94	30	23
1984-85	157.305	148.479	94	5.254	5.059	97	7.241	6.878	95	30	22

TABLE 3

BASIC DATA ON PRE-SCHOOL AND PRIMARY EDUCATION FOR THE SCHOOL YEARS 1983-84 AND 1984-85

LEVEL OF EDUCATION	SCHOOL YEAR	PUPILS SCHOOL UNITS TEACHERS PUPILS (STATE & PRIVATE)								
		TOTAL	MALES	STATE	TOTAL	STATE	TOTAL	STATE	PER SCHOOL UNIT	PER TEACHER
PRE-SCHOOL	1983-84	154076	75160	144599	5110	4890	6829	6440	30	23
	1984-85	157305	76368	148479	5254	5059	7241	6878	30	22
PRIMARY	1983-84	896339	462223	842147	9234	8819	34958	32980	97	26
	1984-85	904426	466052	850673	9229	8891	36093	34125	98	25

TABLE 4

TEACHERS UNDERGOING INITIAL TRAINING, FURTHER TRAINING AND IN-SERVICE TRAINING IN THE 1983-84 ACADEMIC YEAR

A) PRIMARY TEACHER TRAINING COLLEGE										D) MARASLEIO PRIMARY EDUCATION COLLEGE (MODE)										F) PRIMARY TEACHER IN-SERVICE TRAINING SCHOOLS (SELDE)											
1st YEAR			2nd YEAR			TOTAL				1st YEAR				2nd YEAR				TOTAL				LOCATION OF SCHOOL		PRIMARY TEACHERS				NURSERY TEACHERS			
M	F	T	M	F	T	M	F	T	STATE	PRIVATE	TOTAL	STATE	PRIVATE	TOTAL	STATE	PRIVATE	TOTAL	GRADE 7	GRADE 6	GRADE 5	GRADE 4-3	TOTAL	GRADE 7	GRADE 6	GRADE 5	GRADE 4-3	TOTAL				
1. Marasleio Athens	147	428	575	229	114	343	376	542	918	1) FURTHER TRAINING TEACHERS OF NORMAL CHILDREN a) Primary school teachers b) Nursery school teachers TOTAL:	89	2	91	88	5	93	177	7	184	1. Pitheus	10	45	7	31	93	2	2	4	10	18	111
2. Alexandroupolis	108	207	315	142	75	217	250	282	532		21	1	22	15	2	17	36	3	39	2. Alexand/ polis	1	20	7	12	40					40	
3. Heraklion	106	253	359	129	69	198	235	322	557											3. Heraklion	2	20	5	11	38					38	
4. Thessaloniki	177	486	663	192	187	379	369	678	1042		110	3	113	103	7	110	213	10	223	4. Thess/niki	6	57	7	32	102	1	4	5	11	21	123
5. Ioannina	128	254	382	147	58	205	275	312	587	2) FURTHER TRAINING: TEACHERS IN SPECIAL EDUCATION a) Primary school teachers b) Nursery school teachers TOTAL:										5. Ioannina	5	23	5	7	40					40	
6. Lamia	71	234	305	127	66	193	198	300	498		38	1	39	32	3	35	70	4	74	6. Lamia	1	19	7	13	40					40	
7. Larisa	114	227	341	174	113	287	288	340	628		4	1	5	1	1	2	5	2	7	7. Larisa	-	15	7	16	38					38	
8. Mytilene	76	186	262	97	54	151	173	240	413		42	2	44	33	4	37	75	6	81	8. Mytilene	1	23	7	7	38					38	
9. Ralleios Piraeus	55	297	352	10	166	176	65	463	528	GEN. TOTAL:										9. Patras	-	26	6	7	39					39	
10. Rhodes	82	163	245	91	46	137	173	209	382											10. Tripolis	-	11	6	18	35					35	
11. Tripolis	82	272	354	115	74	189	197	346	543											Friends of Education Society											
12. Florina	99	226	325	156	96	252	255	322	577											Private Education											
13. Arsakeios Psychikon	-	-	-	-	130	130	-	130	130	TOTAL:										(SELDE Athens) 2									2	4	
14. Arsakeios Patras	-	-	-	-	71	71	-	71	71											(SELDE Athens) 3									1	4	
TOTAL:	1245	3233	4478	1609	1319	2928	2854	4552	7406											TOTAL:	26	259	64	154	508	3	6	9	21	42	550
B) SCHOOLS FOR NURSERY TEACHERS											E) SECONDARY EDUCATION COLLEGE (D.M.E.)										G) SECONDARY TEACHER IN-SERVICE TRAINING SCHOOLS (SELME)										
</																															

TABLE 5

TEACHERS UNDERGOING INITIAL TRAINING, FURTHER TRAINING AND IN-SERVICE TRAINING IN THE 1984-85 ACADEMIC YEAR

A) PRIMARY TEACHER TRAINING COLLEGE	1st YEAR			2nd YEAR			TOTAL			D) MARASLEIO PRIMARY EDUCATION COLLEGE (MODE)	F) PRIMARY TEACHER IN-SERVICE TRAINING SCHOOLS (SELDE)																				
	M	F	T	M	F	T	M	F	T		1st YEAR		2nd YEAR		TOTAL		LOCATION OF SCHOOL	PRIMARY TEACHERS				NURSERY TEACHERS				GEN. TOTAL					
										1) FURTHER TRAINING: TEACHERS OF NORMAL CHILDREN	STATE	PRIVATE	TOTAL	STATE	PRIVATE	TOTAL		STATE	PRIVATE	TOTAL	GRADE 7	GRADE 6	GRADE 5	GRADE 4-3	TOTAL		GRADE 7	GRADE 6	GRADE 5	GRADE 4-3	TOTAL
1. Marasleio Athens	228	454	682	145	455	600	373	909	1282		a) Primary school teachers	94	4	98	89	2	91	183	6	189	1. Athens	12	46	4	37	99	3	3	1	12	19
2. Alexandroupolis	120	238	358	129	191	320	249	429	678	b) Nursery school teachers	31	2	33	21	1	22	52	3	55	2. Alexand/ polis	3	25	8	8	44					44	
3. Heraklion	125	259	384	93	261	354	218	520	738	TOTAL:	125	6	131	110	3	113	235	9	244	3. Heraklion	2	22	6	10	40					40	
4. Thessaloniki	241	530	771	206	526	726	447	1050	1497	2) FURTHER TRAINING: TEACHERS IN SPECIAL EDUCATION										4. Thess/niki	12	54	7	30	103	6	4	11	21		
5. Ioannina	132	276	408	138	276	414	270	552	822		a) Primary school teachers	40	2	42	38	1	39	78	3	81	5. Ioannina	5	25	4	4	38					
6. Lamia	95	265	360	72	246	318	167	511	678	b) Nursery school teachers	5	-	5	4	1	5	9	1	10	6. Lamia	1	22	7	9	39						
7. Larisa	158	285	443	149	287	436	307	572	879	TOTAL:	45	2	47	42	2	44	87	4	91	7. Larisa	-	19	3	18	40						
8. Mytilene	124	216	340	66	178	244	190	344	554	GEN. TOTAL:	170	8	178	152	5	157	322	13	335	8. Mytilene	4	22	6	8	40						
9. Ralleios Piraeus	92	276	368	56	329	385	148	605	753		a) Primary school teachers	40	2	42	38	1	39	78	3	81	9. Patras	2	19	5	14	40					
10. Rhodes	138	169	307	80	161	241	218	330	548	b) Nursery school teachers	5	-	5	4	1	5	9	1	10	10. Tripolis	-	11	9	18	38						
11. Tripolis	100	266	366	75	267	342	175	533	708											*Friends of Education Society	-	-	-	-	3						
12. Florina	139	264	403	115	243	358	254	507	761	TOTAL:	45	2	47	42	2	44	87	4	91	*Private Education	-	-	-	-	2 (SELDE Athens)			2	2		
13. Arsakeios Psychikon	27	120	147	-	36	36	27	156	183											TOTAL:	41	265	59	156	526	3	9	5	23		
14. Arsakeios Patras	37	96	133	2	21	23	39	117	156																						
TOTAL:	1756	3714	5470	1326	3470	4796	3082	7185	10267																						
B) SCHOOLS FOR NURSERY TEACHERS										E) SECONDARY EDUCATION COLLEGE (D.M.E.)										G) SECONDARY TEACHER IN-SERVICE TRAINING SCHOOLS (SELME)											
1. Athens	7	462	469	13	383	396	20	845	865	Specializations	1st YEAR	2nd YEAR	3rd YEAR	LOCATION OF SCHOOL										1	2	3	4	5	6	7	TOTAL
2. Thessaloniki	17	394	411	7	394	401	24	788	812	1. Theology				1. Athens	21	64	24	25	20	20	38	212									
3. Karditsa	8	311	319	6	281	287	14	592	606	2. Philology				2. Thess/niki	21	42	17	17	19	21	40	177									
4. Chania	18	296	313	7	254	261	25	549	574	3. Mathematics				3. Heraklion	11	37	16	15				79									
TOTAL:	50	1402	1512	33	1312	1345	83	2774	2857	4. Physics				4. Ioannina	-	41	16	15				72									
C) SCHOOLS OF HOME ECONOMICS										5. French Lang.				5. Kavalla	-	37	13	14				64									
Xarou School of Home Economics	1st YEAR		2nd YEAR		3rd YEAR		TOTAL			6. English Lang.				6. Larisa	9	41	16	16				82									
	63		30		34		127			7. Physical Educ.				7. Patras	13	42	16	16				87									
OVERALL TOTAL OF STUDENTS: 13,251										TOTAL:											TOTAL:	75	344	129	132	39	41	78	838		
										OVERALL TOTAL OF TEACHERS IN FURTHER TRAINING:			335		OVERALL TOTAL OF TEACHERS IN IN-SERVICE TRAINING: 1,406																

TABLE 6

GYMNASIUM CURRICULUM TIMETABLEDAYTIME GYMNASIASUBJECTSWEEKLY TIMETABLEBY CLASS

	<u>1</u>	<u>2</u>	<u>3</u>
Religion	2	2	2
Ancient Greek Literature	4	4	4
Modern Greek Language and Literature	5	4	4
History	3	3	2
Rudiments of Democracy	-	-	1
Foreign Language (English or French)	3	3	3
Mathematics	4	4	4
Physics	-	2	2
Chemistry		1	1
Geography	3/-	2/-	2/-
Biology	-	-	-/2
Botany-Zoology	-/3	-	-
Anthropology	-	-/2	-
Physical Education	3	3	2
Art	1	1	1
Music	1	1	1
Home Economics	1	1	1
TOTAL HOURS	30	30	30

EVENING GYMNASIA

SUBJECTS

WEEKLY TIMETABLE

BY CLASS

	<u>1</u>	<u>2</u>	<u>3</u>
Religion	2	2	1
Ancient Greek Literature	4	3	3/4
Modern Greek Language and Literature	4	4	4
History	2	2	2
Mathematics	4	3	4/3
Physics	-	2	1/2
Chemistry	-	1	1
Geography	2/1	-/2	2/-
Biology	-	-	-/2
Botany-Zoology	-/2	-	-
Anthropology	-	2/-	-
Rudiments of Democracy	-	-	1
Foreign Language	2	2	2/1
Physical Education	1	1	-
TOTAL HOURS	21	22	21

TABLE 7

LYCEUM CURRICULUM TIMETABLE

CLASSES 1 AND 2 DAYTIME GENERAL LYCEUM

SUBJECTS

WEEKLY TIMETABLE

BY CLASS

	<u>1</u>	<u>2</u>
Religion	2	2
Modern Greek Language and Literature	4	4
Ancient Greek Language and Literature	6	5
History	2	2
Psychology	-	1
Mathematics	5/4	5
Cosmography	-	1
Physics	3	3
Chemistry	1	2/1
Biology-Human Hygiene	-	1/2
Economic Geography - Geology - Mineralogy	1	-
Foreign Language	3	2
Physical Education	2	2/1
Art - Music	1	-
SEP (School Vocational Guidance)	-/1	-/1
TOTAL HOURS	30	30

CLASS 3 DAYTIME GENERAL LYCEUM

<u>GENERAL EDUCATION SUBJECTS</u>	<u>HOURS</u>
Religion	1
Philosophy	1/2
History	2/1
Principles of Political Science - Rudiments of Democracy	2
Foreign Language (English or French)	2
Physical Education	2
TOTAL HOURS	10

<u>ELECTIVE (PREPARATORY) SUBJECTS</u>	<u>HOURS PER OPTION</u>			
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
Modern Greek Language and Literature	4	4	4	4
Mathematics	8	4	-	4
Physics	5	5	-	-
Chemistry	3	3	-	-
Biology - Anthropology	-	4	-	-
Ancient Greek Language and Literature	-	-	8	-
Latin	-	-	4	-
History	-	-	4	4
Sociology	-	-	-	4
Political Economy	-	-	-	4
TOTAL HOURS	20	20	20	20

<u>GENERAL LIBERAL SUBJECTS (OPTION E)</u>	<u>HOURS</u>
Modern Greek Language and Literature	4
Applied Economics	4
Foreign language (English or French)	3
Office Studies	2
Environment and Health	1
Introduction to Sociology	2
Production and Administration	4
TOTAL HOURS	20

CLASSES 1, 2 AND 3 EVENING GENERAL LYCEUM

SUBJECTS

WEEKLY TIMETABLE

BY CLASS

	<u>1</u>	<u>2</u>	<u>3</u>
Religion	2	2	1
Modern Greek Language and Literature	3	3	3
Ancient Greek Language and Literature	6	4	4
History	2	2	2
Philosophy	-	-	1
Psychology	-	1	-
Mathematics	3	4	3
Cosmography	-	-	1
Physics	2	1	2
Chemistry	1	1	1/-
Economic Geography - Geology - Mineralogy	-	1	-
Biology (Gen. Biol. Human Hygiene)	-	-	1/2
Foreign Language	2	2	2
Physical Education	1	1	1
TOTAL HOURS	22	22	22

CLASS 3 EVENING GENERAL LYCEUM

GENERAL EDUCATION SUBJECTS

	<u>HOURS</u>
History	1
Principles of Political Science - Rudiments of Democracy	1
TOTAL HOURS	2

ELECTIVE (PREPARATORY) SUBJECTS

	<u>HOURS PER OPTION</u>			
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
Modern Greek Language and Literature	4	4	4	4
Mathematics	8	4	-	4
Physics	5	5	-	-
Chemistry	3	3	-	-
Biology - Anthropology	-	4	-	-
Ancient Greek Language and Literature	-	-	8	-
Latin	-	-	4	-
History	-	-	4	4
Sociology	-	-	-	4
Political Economy	-	-	-	4
TOTAL HOURS	20	20	20	20

GENERAL LIBERAL SUBJECTS (OPTION E)

	<u>HOURS</u>
Modern Greek Language and Literature	4
Applied Economics	4
Foreign Language (English or French)	4
Office Studies	3
Environment and Health	1
Introduction to Sociology	4
TOTAL HOURS	20

CLASSES 1 AND 2 CLASSICAL LYCEUM

SUBJECTS

WEEKLY TIMETABLE

BY CLASS

	<u>1</u>	<u>2</u>
Religion	2	2
Modern Greek Language and Literature	4	4
Ancient Greek Language and Literature	8/7	6
History	2/3	2
Latin	2/1	2/1
Psychology	-	1
Mathematics	3	4
Cosmography	-	1
Physics	2	2
Chemistry	1	1
Biology (Gen. Biol. - Human Hygiene)	1	1
Economic Geography - Geology. Mineralogy	1	1
Foreign Language (continuing)	1½	1½
German	1½	1½
Physical Education	1	1
Music	1	-
SEP (School Vocational Guidance)	-/1	-/1
TOTAL HOURS	30	30

CLASS 3 CLASSICAL LYCEUM

<u>GENERAL EDUCATION SUBJECTS</u>	<u>HOURS</u>
Religion	1
Philosophy	1/2
History	2/1
Principles of Political Science - Rudiments of Democracy	2
Foreign Language (English or French)	2
Physical education	2
TOTAL HOURS	10

or
—

<u>GENERAL EDUCATION SUBJECTS</u>	<u>HOURS</u>
Religion	1
Philosophy	1/2
History	2/1
Principles of Political Science - Rudiments of Democracy	2
Foreign Language (English or French)	1
German	1
Physical Education	2
TOTAL HOURS	10

<u>ELECTIVE (PREPARATORY) SUBJECTS</u>	<u>HOURS PER OPTION</u>	
	<u>C</u>	<u>D</u>
Modern Greek Language and Literature	4	4
Ancient Greek Language and Literature	8	-
Latin	4	-
History	4	4
Sociology	-	4
Political Economy	-	4
Mathematics	-	4
TOTAL HOURS	20	20

CLASSES 1, 2 AND 3 COMPREHENSIVE LYCEUM

CORE SUBJECTS

WEEKLY TIMETABLE

BY CLASS

	<u>1</u>	<u>2</u>	<u>3</u>
Religion	1	2	1
Modern Greek	4	4	4
Ancient Greek	4	-	-
History	2	2	-
Mathematics	5/4	-	-
Informatics-Computers	-	2	-
Physics	2/3	-	-
Chemistry	1	-	-
Social Sciences	-	-	4
Technology and Production	5	-	-
Ecology and Environment	-	1	-
Rudiments of Political Economy	2/1	-	-
Physical Education	2	2	2
Foreign Language	3	3	3
Vocational Guidance	-/1	-	-
TOTAL HOURS	31	16	14

ELECTIVE SUBJECTS

3	2	-
---	---	---

SPECIAL SUBJECTS

Course (CLASS 2)	-	16	-
Branch (CLASS 3)	-	- up to	20
	34	34 up to	34

CLASS 1

1. Agriculture and development	2 hours
2. Biotechnology	2 "
3. Rudiments of Law	1 "
4. Human Physiology and Hygiene	1 "

CLASS 2

1. Special physics subjects - 2 hours for pupils of cycles 1 and 3.
2. Ancient Greek texts (in Modern Greek translation) - 2 hours for
pupils of courses 2, 3, 4, 5, 6.
3. Principles of organization/administration of economic units - 2 hours
for pupils of courses 1, 2, 4, 5, 6.

T A B L E 8

PUPIL, SCHOOL AND TEACHER NUMBERS WITH PUPIL/SCHOOL AND PUPIL/TEACHER RATIOS

LEVEL OF EDUCAT- ION	SCHOOL YEAR	PUPILS		SCHOOL UNITS		TEACHERS		PUPILS (STATE & PRIVATE)		
		TOTAL	MALES	STATE	TOTAL	STATE	TOTAL	STATE	PER SCHOOL UNIT	PER TEACHER
GYMNASIA	1983-84	676177	222946	656584	2442	2294	34770	33275	277	19
	1984-85	701711	228415	676059	2613	2451	36851	34757	269	19
GENERAL LYCEA	1983-84	252596	113682	244520	892	832	13738	13153	283	18
	1984-85	268601	121654	257118	972	902	15204	14261	276	18
STATE TECHNICAL LYCEA	1983-84		32423	35744						
	1984-85		29526	32246						
STATE VOCAT. LYCEA	1983-84		18377	38944						
	1984-85		16418	37492						
NEW- TYPE STATE SCHOOLS	1983-84		9450	9569						
	1984-85		11493	11815						

TABLE 9

BASIC DATA ON UPPER AND LOWER CYCLE GENERAL SECONDARY EDUCATION FOR THE PERIOD
FROM 1971/72 TO 1984/85

	GYMNASIA AND GENERAL LYCEA									Pupils per	
	PUPILS			TEACHERS			SCHOOL UNITS			school unit	teacher
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE	%		
1971-72	477.745	417.028	87	13.412	11.871	89	940	747	79	508	36
1972-73	490.867	427.736	87	14.935	13.330	89	1.018	837	82	482	33
1973-74	504.031	438.048	87	16.595	15.016	90	1.111	844	76	454	30
1974-75	519.367	454.805	88	17.624	16.060	91	1.137	847	74	457	29
1975-76	547.016	486.747	89	18.719	17.179	92	1.160	890	77	472	29
1976-77	562.695	509.499	91	21.797	20.384	94	2.106	1.656	79	279	26
1977-78	581.236	535.615	92	24.252	21.128	87	2.209	1.769	83	263	24
1978-79	586.692	550.424	94	26.446	22.786	86	2.214	1.866	84	265	22
1979-80	613.720	582.790	95	28.515	25.709	90	2.168	1.922	89	283	22
1980-81	648.742	621.891	96	31.057	28.729	92	2.253	2.038	90	288	21
1981-82	671.364	642.970	96	32.228	29.595	92	2.337	2.133	91	287	21
1982-83	682.994	657.978	96	31.790	30.149	95	2.395	2.222	93	285	21
1983-84	676.177	656.584	97	34.770	33.275	96	2.442	2.294	94	277	19
1984-85	701.711	676.059	96	36.851	34.757	94	2.613	2.451	94	269	19

T A B L E 1 0

SPECIALIZATION SECTORS AND DEPARTMENTS
AT TECHNICAL/VOCATIONAL LYCEA (TEL)

<u>SECTORS</u>	<u>DEPARTMENTS</u>
Engineering	- Heating and refrigeration installations - Industrial installations and industrial production. - Engineering design - Measuring instrumentation
Electrics and Electronics	- Interior electrical installation - Indus. electrical installations and outside power supply networks - Electronic installations and automation - Electrical and electronic design
Construction	- Road building and hydraulic works - Building construction - Architectural and civil engineering design
Chemistry and Metallurgy	- Laboratory chemistry - Industrial chemistry - Mining
Textiles	- Spinning - Weaving - Dyeing - Knitting
Applied Arts	- Engraving - Pottery and glass decoration - Music - Drawing and painting - Cabinet making

	- Graphic arts - Interior decorating - Conservation of works of art and archaeological relics - Etching and glasswork
Informatics	- Computer programming
Economy and Administration	- Hotel trade - Shipping and transport - Accounting - Office administration - Commerce
Agriculture and Animal Husbandry	- Floriculture - Agricultural machinery - Crop production - Animal production - Agro-industrial cooperatives and farm holdings - Fisheries - pisciculture - Arboriculture (tree-borne crops)
Social Services	- Auxiliary infant and baby care - Dental assistant - Auxiliary nursing - Health visiting - Medical appliance operation - Medical and biological laboratory assistant
Nautical	- Mercantile marine master - Mercantile marine engineer
Nautically orientated alternate training	- Ship's engineer - Ship's electrician - Deck and cargo-handling engineer - Ship electronics - Mercantile marine officer

T A B L E 1 1

SPECIALIZATIONS AT TECHNICAL/VOCATIONAL SCHOOLS (TES)

Internal combustion engines
Tool machinery
Refrigeration installations
Plumbing and heating installations
Auto mechanics
Coachbuilding
Welding and metal fabrication
Fitting shop skills
Aero-engine building
Metallurgy
Interior electrical installation
Auto electrics
Electrical machinery and lifting machinery electrics
Household and industrial appliance electrics
Shipboard electrics
Radio and television
Automation - computers
Reinforced and unreinforced concrete utilization
Wall care and covering
Tiling and marble work
Building joinery
House painting
Dairy production/cheese making
Animal husbandry
Gardening - floriculture
Mechanized cultivation
Arboriculture
Meat processing
Dressmaking

Cutting and tailoring (ready-made clothing)	
Shirtmaking	
Home economics	
Furriery	
Ceramics - pottery	
Wireless	
Office or shop assistant	
Librarianship and bookshop work	
Computer assistant	
Pharmacy assistant	
Waiting and portering	
Cooking and pastry-making	
Gold and silver work	
Watchmaking	
Leather processing	
Hairdressing and dyeing	
Mining	
Spinning assistant	
Weaving assistant	
Knitting assistant	
Dyeing assistant	
Industrial vehicle engine maintenance	
Panelbeating	Alternate
Vehicle paintspraying	Training
Car fitting	
Car assembly	

T A B L E 1 2

DATA ON SECONDARY TECHNICAL / VOCATIONAL EDUCATION FOR THE YEAR 1984-85*

TYPE OF SCHOOL UNIT (STATE SECTOR)	NUMBERS OF PUPILS (STATE SECTOR SCHOOLS)		SCHOOL UNITS (STATE)	PERMANENT TEACHING STAFF	PUPILS PER SCHOOL UNIT	TEACHING STAFF PER SCHOOL UNIT
	<u>TOTAL</u>	<u>MALE</u>				
TECHNICAL LYCEUM	32.496	29.754	186		375	
VOCATIONAL LYCEUM	37.198	15.192		6.432		26
TECHNICAL AND VOCATIONAL SCHOOLS (NEW TYPE)	11.675	11.375	105		112	

* Sources : Training Data M.T.V.E., Min. of Educ. 1985

T A B L E 1 3

AEI STUDENT NUMBERS FOR THE ACADEMIC YEAR 1983-1984

1. UNIVERSITY OF ATHENS	32.445
2. NATIONAL METSOVIO POLYTECHNIC	7.170
3. UNIVERSITY OF THESSALONIKI	27.581
4. SCHOOL OF ECONOMIC AND COMMERCIAL STUDIES	5.112
5. SCHOOL OF AGRICULTURE ATHENS	1.148
6. PANTEIOS SCHOOL OF POLITICAL SCIENCE	4.692
7. SCHOOL OF FINE ARTS	414
8. INDUSTRIAL SCHOOL, PIRAEUS	4.795
9. INDUSTRIAL SCHOOL, THESSALONIKI	4.667
10. UNIVERSITY OF PATRAS	4.929
11. UNIVERSITY OF IOANNINA	3.043
12. UNIVERSITY OF THRACE	2.420
13. UNIVERSITY OF CRETE	1.131
14. POLYTECHNIC OF CRETE *	-
15. UNIVERSITY OF THE AEGEAN *	-
16. IONIAN UNIVERSITY *	-
17. UNIVERSITY OF THESSALY *	-
TOTAL	99.547

* These institutions were not functioning in 1983-84.

Source : Min. of Nat. Ed. 1985

TEI STUDENT NUMBERS FOR THE
ACADEMIC YEAR 1985-1986

1. T.E.I. ATHENS	22.000
2. T.E.I. THESSALONIKI	8.295
3. T.E.I. PIRAEUS	7.304
4. T.E.I. LARISA	6.837
5. T.E.I. HERAKLION	4.844
6. T.E.I. PATRAS	4.456
7. T.E.I. KOZANIS	2.380
8. T.E.I. KAVALA	1.800
9. T.E.I. SERRES	2.217
10. T.E.I. CHALKIDA	2.700
11. T.E.I. MESSOLONGI	2.291
TOTAL	65.124

Source : T.E.I. Special Service., Min. of Nat. Ed. January 1986

T A B L E 1 4

AEI FACULTIES, DEPARTMENTS, DEGREES AND SPECIALIZATIONS

AEI / FACULTY / DEPARTMENT	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
A. UNIVERSITY OF ATHENS			
1. <u>FACULTY OF THEOLOGY</u>			
a) Department of Theology	8	Theology	
b) Department of Pastoral studies	8	Pastoral Studies	
2. <u>FACULTY OF LAW, ECONOMICS & POLITICAL SCIENCE</u>			
a) Department of Law	8	Law	
b) Department of Political Science and Public Administration	8	Political Science & Public Administration	
c) Department of Economic Science	8	Economic Science	
3. <u>FACULTY OF ARTS</u>			
a) Department of Philology	8	Philology	I) Classical Philology II) Medieval & Modern Greek Philology III) Linguistics
b) Department of History and Archaeology	8	History & Archaeology	I) History II) Archaeology
c) Department of Philosophy, Pedagogics & Psychology	8	Philosophy, Pedagogics & Psychology	I) Philosophy II) Pegagogics III) Psychology

AEI / FACULTY / DEPARTMENT	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
d) Department of English Language & Philology	8	English Language & Philology	
e) Department of French Language & Philology	8	French Language & Philology	
f) Department of German Language & Philology	8	German Language & Philology	
<u>4. FACULTY OF SCIENCES</u>			
a) Department of Physics	8	Physics	
b) Department of Chemistry	8	Chemistry	
c) Department of Mathematics	8	Mathematics	
d) Department of Biology	8	Biology	
e) Department of Geology	8	Geology	
<u>5. FACULTY OF HEALTH SCIENCES</u>			
a) Department of Medicine	12	Medicine	
b) Department of Dentistry	10	Dentistry	
c) Department of Pharmacy	8	Pharmacy	
d) Department of Nursing	8	Nursing	
<u>INDEPENDENT DEPARTMENTS</u>			
a) Department of Physical Education & Sport	8	Physical Education & Sport	
b) Department of Primary Education	8	Primary Education	
c) Department of Nursery Education	8	Nursery Education*	
d) Department of Home Economics Education	8	Home Economics Education*	

* Not functioning

AEI / FACULTY / DEPARTMENT	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
B. UNIVERSITY OF THESSALONIKI			
1. FACULTY OF THEOLOGY			
a) Department of Theology	8	Theology	
b) Department of Pastoral Studies	8	Pastoral Studies	
2. FACULTY OF LAW & ECONOMIC SCIENCE			
a) Department of Law	8	Law	
b) Department of Economic Science	8	Economic Science	
3. FACULTY OF ARTS			
a) Department of Philology	8	Philology	I) Classical Philology II) Medieval & Modern Greek Philology III) Linguistics
b) Department of History & Archaeology	8	History & Archaeology	I) History II) Archaeology
c) Department of Philosophy, Pedagogics & Psychology	8	Philosophy, Pedagogics & Psychology	I) Philosophy II) Pedagogics III) Psychology
d) Department of English Language & Philology	8	English Language & Phil.	
e) Department of French Language & Philology	8	French Language & Phil.	
f) Department of German Language & Philology	8	German Language & Phil.	
g) Department of Italian Language & Philology	8	Italian Language & Phil.	

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>4. FACULTY OF SCIENCES</u>			
a) Dept. of Medicine	12	Medicine	
b) Dept. of Dentistry	10	Dentistry	
c) Dept. of Pharmacy	8	Pharmacy	
<u>5. FACULTY OF SCIENCES</u>			
a) Dept. of Physics	8	Physics	
b) Dept. of Mathematics	8	Mathematics	
c) Dept. of Chemistry	8	Chemistry	
d) Dept. of Biology	8	Biology	
e) Dept. of Geology	8	Geology	
<u>6. FACULTY OF GEOTECHNICAL SCIENCES</u>			
a) Dept. of Agriculture	10	Agriculture	
b) Dept. of Tree Science & Natural Environment	10	Tree Science & Nat. Env.	
c) Dept. of Veterinary Medicine	10	Veterinary Medicine	
<u>7. POLYTECHNIC</u>			
a) Dept. of Civil Engineering	10	Civil Eng.	
b) Dept. of Architecture	10	Architecture	
c) Dept. of Mechanical Engineering	10	Mech. Eng.	
d) Dept. of Electrical Engineering	10	Electr. Eng.	

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
e) Dept. of Chemical Engineering	10	Chem. Eng.	
f) Dept. of Agronomy & Surveying	10	Agronomy & Surveying	
g) General Department			
<u>8. FACULTY OF FINE ARTS</u>			
a) Dept. of Fine & Applied Arts	10	Fine & Applied Arts	I) Painting II) Sculpture III) Ceramics IV) Graphics Arts V) Weaving VI) Etching VII) Glasswork VIII) Furniture Study & Design IX) Morphology of Industrial & Biotechnical Artefacts X) Scenography XI) Conservation of Art Work XII) Movement Design XIII) Photography - Video XIV) Portraiture

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
b) Dept. of Music Studies	10	Music Studies	
c) Dept. of Theatre *	10		
<u>INDEPENDENT DEPARTMENTS</u>			
a) Dept. of Physical Education & Sport	8	Phys. Ed. & Sport	
b) Dept. of Primary Education *	8	Primary Education	
c) Dept. of Nursery Education	8	Nursery Education	
d) Dept. of Physical Education & Sport (Serres annex)	8	Phys. Ed. & Sport	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>C. NATIONAL METSOVIO POLYTECHNIC</u>			
a) Dept. of Civil Engineering	10	Civil Eng.	
b) Dept. of Electrical Engineering	10	Elec. Engineering	
c) Dept. of Architecture	10	Architecture	
d) Dept. of Chemical Engineering	10	Chem. Eng.	
e) Dept. of Mineral Ore Engineering	10	Min. Ore Eng.	
f) Dept. of Mechanical Engineering	10	Mech. Eng.	
g) Dept. of Nautical Engineering	10	Nautical Eng.	
h) Dept. of Agronomy & Surveying	10	Agronomy & Surveying	
i) General Department			

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>D. UNIVERSITY OF PATRAS</u>			
<u>1. FACULTY OF SCIENCE</u>			
a) Dept. of Physics	8	Physics	
b) Dept. of Mathematics	8	Mathematics	
c) Dept. of Chemistry	8	Chemistry	
d) Dept. of Biology	8	Biology	
e) Dept. of Geology	8	Geology	
<u>2. FACULTY OF HEALTH SCIENCES</u>			
a) Dept. of Medicine	12	Medicine	
b) Dept. of Pharmacy	8	Pharmacy	
<u>3. POLYTECHNIC</u>			
a) Dept. of Civil Engineering	10	Civil Eng.	
b) Dept. of Mechanical Engineering	10	Mech. Eng.	
c) Dept. of Electrical Engineering	10	Elect. Eng.	

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
d) Dept. of Chemical Engineering	10	Chemical Eng.	
e) Dept. of Computer & Informatics Engineering	10	Computer & Informatics Eng.	
f) General Department			
<u>INDEPENDENT DEPARTMENTS</u>			
a) Dept. of Primary Education *	8	Primary Education	
b) Dept. of Nursery Education	8	Nursery Education	
c) Dept. of Economic Sciences	8	Economic Sciences	I) Agriculture Policy II) Regional Development

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>E. UNIVERSITY OF IOANNINA</u>			
<u>1. FACULTY OF ARTS</u>			
a) Dept. of Philology	8	Philology	I) Classical Philology II) Medieval & Mod. Greek Philology III) Linguistics
b) Dept. of History & Archaeology	8	History & Arch.	I) History II) Archaeology
c) Dept. of Philosophy, Pedagogics & Psychology	8	Philos. Pedag. & Psychology	I) Philosophy II) Pedagogics III) Psychology
<u>2. FACULTY OF SCIENCES</u>			
a) Dept. of Physics	8	Physics	
b) Dept. of Mathematics	8	Mathematics	
c) Dept. of Chemistry	8	Chemistry	
<u>3. INDEPENDENT DEPARTMENTS</u>			
a) Dept. of Medicine	12	Medicine	
b) Dept. of Primary Education	8	Primary Education	
c) Dept. of Nursery Education *	8	Nursery Education	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>F. UNIVERSITY OF THRACE</u>			
<u>POLYTECHNIC</u>			
a) Dept. of Civil Engineering	10	Civil Eng.	
b) Dept. of Electrical Engineering	10	Electrical Eng.	
<u>INDEPENDENT DEPARTMENTS</u>			
a) Dept. of Law	8	Law	
b) Dept. of Medicine	12	Medicine	
c) Dept. of Physical Education & Sport	8	Phys. Ed. & Sport	
d) Dept. of Primary Education *	8	Primary Education	
e) Dept. of Nursery Education *	8	Nursery Education	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN IN SEMESTERS	DEGREE	SPECIALIZATION
<u>G. UNIVERSITY OF CRETE</u>			
<u>1. FACULTY OF ARTS</u>			
a) Dept. of Philology	8	Philology	
b) Dept of History & Archaeology	8	History & Archaeology	
c) Dept. of Philosophy & Social Sciences	8	Philosophy & Social Sciences	
<u>2. FACULTY OF SCIENCES</u>			
a) Dept. of Mathematics	8	Mathematics	
b) Dept. of Physics	8	Physics	
c) Dept. of Chemistry *	8	Chemistry	
d) Dept. of Geology *	8	Geology	
e) Dept. of Biology *	8	Biology	
f) Dept. of Computer Science	8	Computer Science	
<u>3. FACULTY OF HEALTH SCIENCES</u>			
a) Dept. of Medicine	12	Medicine	
b) Dept. of Dentistry	10	Dentistry	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
c) Dept. of Nursing and Health Specialisms *	8	Nursing & Health Specialisms	
<u>4. FACULTY OF SOCIAL SCIENCES</u>			
a) Dept. of Sociology *	8	Sociology	
b) Dept. of Economic Science *	8	Economic Science	
c) Dept. of Psychology *	8	Psychology	
d) Dept. of Political Science *	8	Political Science	
<u>INDEPENDENT DEPARTMENTS</u>			
a) Dept. of Primary Education	8	Primary Education	
b) Dept. of Nursery Education *	8	Nursery Education	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>H. UNIVERSITY OF THE AEGEAN</u>			
a) Dept. of Natural Environment Sciences *	8	Nat. Env. Sciences	I) Utilization of Maritime resources II) Oceanology
b) Dept. of Business Administration	8	Business Administrat.	I) Shipping Administration II) Tourism Administration
c) Dept. of History and Social Anthropology *	8	History & Social Anthropology	
d) Dept. of Mathematics *	8	Mathematics	
e) Dept. of Primary Education *	8	Primary Education	
f) Dept. of Nursery Education *	8	Nursery Education	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
I. <u>IONIAN UNIVERSITY</u>			
a) Dept. of Foreign Languages, Translation & Interpretation	8		
b) Dept. of Music Studies *	8		
c) Dept. of History	8	History	
d) Dept. of Archive Maintenance & Librarianship	8	Archive Maintenance & Librarianship	

* Not functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>J. UNIVERSITY OF THESSALY *</u>			
<u>1. FACULTY OF HUMAN STUDIES</u>			
a) Dept. of Primary Education	8	Primary Education	
b) Dept. of Nursery Education	8	Nursery Education	
c) General Department			
<u>2. FACULTY OF PRODUCTION SCIENCES</u>			
a) Dept. of Crop and Animal Production	10	Crop and Animal Production	
b) Dept. Regional Development and Planning	10	Regional Planning & Regional Development	
c) Dept. of Mechanical & Production Engineering	10	Mech. and Product. Eng.	
d) Dept. of Medicine	12	Medicine	
e) Dept. of Physical Education & Sport	8	Phys. Ed. & Sport	

* No department yet functioning

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>K. INDUSTRIAL SCHOOL PIRAEUS (ABSP)</u>			
a) Dept. of Economic Science	8	Economic Science	
b) Dept. of Business Organisation & Administration	8	Business Organ. & Admin.	
c) Dept. of Statistics & Insurance Science	8	Statistics & Insurance Science	
<u>L. INDUSTRIAL SCHOOL THESSALONIKI (ABSTh)</u>			
a) Dept. of Economic Science	8	Economic Science	
b) Dept. of Business Administration	8	Business Administration	
<u>M. SCHOOL OF ECONOMIC & COMMERCIAL STUDIES (ASOEE)</u>			
a) Dept. of Economic Science	8	Economic Science	
b) Dept. of Business Organisation & Administration	8	Business Org. & Admin.	
c) Dept. of Statistics & Economic Science Informatics	8	Stat. & Econ. Science Informatics	

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
N. <u>PANTEIOS SCHOOL OF POLITICAL SCIENCE (PASPE)</u>			
a) Dept. of Political Science & International Relations	8	Political Sc. & Internat. Relats.	
b) Dept. of Public Administration	8	Public Admin.	
c) Dept. of Sociology	8	Sociology	
d) General Department			
O . <u>SCHOOL OF FINE ARTS (ASKT)</u>			
a) Dept. of Fine Arts	10	Fine Arts	I) Painting II) Sculpture III) Engraving

AEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DEGREE	SPECIALIZATION
<u>P. SCHOOL OF AGRICULTURE ATHENS (AGSA)</u>			
a) Dept. of Agricultural Production	10	Agric. Product.	I) Plant Science II) Animal Science
b) Dept. of Agricultural Development	10	Agric. Devel.	I) Agricultural Economy II) Land Improvement III) Agricultural Industries
<u>Q. POLYTECHNIC OF CRETE</u>			
a) Dept. of Mechanical Engineering *	10	Mech. Eng.	
b) Dept. of Chemical Engineering *	10	Chem. Eng.	
c) Dept. of Engineering Production & Management	10	Eng. Product. & Management	
d) Dept. of Electronic Engineering *	10	Electronic Eng.	
e) Dept. of Mineral Resources Engineering *	10	Min. Resources Eng.	
f) General Department *			

* Not functioning

T A B L E 1 5

TEI FACULTIES AND DEPARTMENTS BY TEI AND TEI BRANCH
TEI, FACULTIES, DEPARTMENTS, DIPLOMAS AND SPECIALIZATIONS

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
A) <u>TEI, ATHENS</u>			
1. <u>FACULTY OF GRAPHIC ARTS AND FINE ARTS</u>			
a) Dept. of Drawing	7	Drawing	Orientations and specializations have been proposed but have not as yet been ratified in legislation ; hence it is not possible to list them
b) Dept. of Decorative Arts	7	Decorative Arts	
c) Dept. of Graphic Arts Technology	7	Graphic Arts Techn.	
d) Dept. of Works of Art and Relic Conservation	7	Works of Art & Relic Conservation	
e) Dept. of Photography	7	Photography	
2. <u>FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Admin.	
b) Dept. of Marketing & Avertising	6	Marketing & Advertising	
c) Dept. of Accounting (to be closed down from 1986 - 1987)	6	Accounting	
d) Dept. of Tourism Undertakings	6	Tourism Undertakings	
e) Dept. of Librarianship	6	Librarianship	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
f) Dept. of Health and Care Unit Administration	6	Health & Care Unit Administration	
<u>3. FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Public Hygiene	6	Public Hygiene	
b) Dept. of Nursing	6	Nursing	
c) Dept. of Midwifery	6	Midwifery	
d) Dept. of Optics	6	Optics	
e) Dept. of Dental Mechanics	6	Dental Mechanics	
f) Dept. of Medical Laboratory Studies	6	Medical Laboratory	
g) Dept. of Radiology and Actinography	6	Radiology & Actinography	
h) Dept. of Aesthetics	6	Aesthetics	
i) Dept. of Physiotherapy	6	Physiotherapy	
j) Dept. of Baby/Infant Care	6	Baby/Infant Care	
k) Dept. of Social Work	6	Social Work	

Orientations and specializations have been proposed but have not as yet been ratified in legislation ; hence it is not possible to list them

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
1) Dept. of Health Visiting	6	Health Visiting	
m) Dept. of Occupational Therapy	6	Occup. Therapy	
<u>4. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Informatics	6	Informatics	
b) Dept. of Electrology (to be closed from 1986-87)	6	Electrology	Orientations and specializations have been proposed but have not as yet been ratified in legislation ; hence it is not possible to list them
c) Dept. of Electronics	6	Electronics	
d) Dept. of Topography	6	Topography	
e) Dept. of Engineering	6	Engineering	
f) Dept. of Shipbuilding	6	Shipbuilding	
g) Dept. of Medical Instrument Technology	6	Medical Instrument Technology	
h) Dept. of Civil Works	6	Civil Works	
i) Dept. of Energy Technology (to commence operation in the 1986-87 academic year)	6	Energy Technology	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>5. FACULTY OF FOOD TECHNOLOGY & NUTRITION</u>			
a) Dept. of Food Technology (Vegetable & Animal Products)	7	Food Technology	
b) Dept. of Oinology and Food technology	7	Oinology & Food Technology	Orientations and specializations have been proposed but have not as yet been ratified in legislation ; hence it is not possible to list them
<u>B. TEI PIRAEUS</u>			
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Admin.	
b) Dept. of Accounting	6	Accounting	
<u>2. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Civil Works	6	Civil Works	
b) Dept. of Computer Systems	6	Computer Systems	
c) Dept. of Electrology	6	Electrology	
d) Dept. of Electronics	6	Electronics	
e) Dept. of Engineering	6	Engineering	
f) Dept. of Textiles	6	Textiles	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>C. TEI THESSALONIKI</u>			
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration (to be closed from 1986 - 1987)	6	Business Admin.	
b) Dept. of Tourism Undertakings	6	Tourism Undertakings	
c) Dept. of Librarianship	6	Librarianship	
d) Dept. of Marketing & Advertising	6	Marketing & Advertising	
e) Dept. of Accounting	6	Accounting	Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them
<u>2. FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Nursing	6	Nursing	
b) Dept. of Midwifery	6	Midwifery	
c) Dept. of Medical Laboratory Studies	6	Med. Laboratory Studies	
d) Dept. of Aesthetics	6	Aesthetics	
e) Dept. of Physiotherapy	6	Physiotherapy	
f) Dept. of Baby/Infant Care (due to commence operating in 1986 - 1987)	6	Baby/Infant Care	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
3. <u>FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	Orientations and specialisations have proposed but have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Electronics	6	Electronics	
c) Dept. of Engineering	6	Engineering	
d) Dept. of Civil Works	6	Civil Works	
4. <u>FACULTY OF FOOD TECHNOLOGY & NUTRITION</u>			
a) Dept. of Food Technology (Vegetable & Animal Products)	7	Food Technology	
b) Dept. of Nutrition	7	Nutrition	
5. <u>FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Crop Production	6	Crop Production	
b) Dept. of Animal Production	6	Animal Production	
c) Dept. of Farm Administration	6	Farm Administration	
D. <u>TEI PATRAS</u>			
1. <u>FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Administration	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
b) Dept. of Accounting	6	Accounting	
c) Dept. of Tourism Undertakings	6	Tourism Undertakings	
2. <u>FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Nursing	6	Nursing	
b) Dept. of Social Work	6	Social Work	
3. <u>FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Engineering	6	Engineering	
c) Dept. of Civil Works	6	Civil Works	
4. <u>FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Forestry (to be closed from 1986-87)	6	Forestry	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>E. TEI LARISA</u>			
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Admin.	
b) Dept. of Accounting	6	Accounting	
c) Dept. of Tourism Undertakings	6	Tourism Undertakings	
<u>2. FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Nursing	6	Nursing	Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Medical Laboratory Studies	6	Medical Laboratory Studies	
c) Dept. of Nursing (Branch of the Lamia TEI) (Founded 1985-86)	6	Nursing	
<u>3. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	
b) Dept. of Engineering	6	Engineering	
c) Dept. of Civil Works	6	Civil Works	
d) Dept. of Electronics (Branch of the Lamia TEI)	6	Electronics	
e) Dept. of Electrology (Branch of the Lamia TEI)-(Founded in 1985-86)	6	Electrology	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
4. <u>FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Crop Production	6	Crop Production	Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Animal Production	6	Animal Production	
c) Dept. of Forestry (to be closed from 1986-87)	6	Forestry	
d) Dept. of Agricultural Machinery & Irrigation	6	Agric. Machinery & Irrigation	
e) Dept. of Forestry (Branch of the Karditsa TEI)-(Founded in 1985-86)	6	Forestry	
F. <u>TEI HERAKLION</u>			
1. <u>FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration (to be closed from 1986-87)	6	Business Admin.	
b) Dept. of Accounting	6	Accounting	
c) Dept. of Tourism Undertaking	6	Tourism Undertakings	
d) Dept. of Cooperative Organizations & Holdings	6	Cooperative Organ. & Holdings	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>2. FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Nursing	6	Nursing	
b) Dept. of Social Work	6	Social Work	
<u>3. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Civil Works	6	Civil Works	
b) Dept. of Electrology	6	Electrology	
c) Dept. of Engineering	6	Engineering	
d) Dept. of Electronics (Branch of the Chania TEI)	6	Electronics	
<u>4. FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Crop Production	6	Crop Production	
b) Dept. of Glasshouse Growing & Floriculture	6	Glasshouse Growing & Floriculture	
<u>G. TEI KAVALA</u>			Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them.
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Admin.	
b) Dept. of Accounting	6	Accounting	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>2. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	
b) Dept. of Engineering	6	Engineering	
c) Dept. of Petroleum Technology	6	Petroleum Technol.	
<u>3. FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Forestry (Branch of Drama TEI) (Founded in 1985-86)	6	Forestry	
			Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them.
<u>H. TEI KOZANI</u>			
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Administr.	
b) Dept. of Accounting	6	Accounting	
<u>2. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	
b) Dept. of Engineering	6	Engineering	
c) Dept. of Vehicle Technology	6	Vehicle Technology	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>3. FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Crop Production (Branch of the TEI in Florina)	6	Crop Production	
b) Dept. of Animal Production (Branch of the TEI in Florina)	6	Animal Production	
<u>I. TEI CHALKIDA</u>			
<u>1. FACULTY OF ADMINISTRATION & ECONOMICS</u>			Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them.
a) Dept. of Business Administration	6	Business Administration	
b) Dept. of Accounting	6	Accounting	
<u>2. FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Electrology	6	Electrology	
b) Dept. of Engineering	6	Engineering	
c) Dept. of Automation (starting up in 1986-87)	6	Automation	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
J. <u>TEI SERRES</u>			
1. <u>FACULTY OF ADMINISTRATION AND ECONOMICS</u>			
a) Dept. of Business Administration	6	Business Adminis.	
b) Dept. of Accounting	6	Accounting	
2. <u>FACULTY OF TECHNOLOGICAL APPLICATIONS</u>			
a) Dept. of Civil Works	6	Civil Works	
b) Dept. of Engineering	6	Engineering	Orientations and specializations have been proposed but have yet to be ratified in legislation ; hence it is not possible to list them
K. <u>TEI MESSOLONGI</u>			
1. <u>FACULTY OF ADMINISTRATION & ECONOMICS</u>			
a) Dept. of Accounting	6	Accounting	
b) Dept. of Cooperative Organizations & Holdings (started operations 1985-86)	6	Cooperative Organiz. & Holdings	

TEI / FACULTY / DEPT.	DURATION IN SEMESTERS	DIPLOMA	SPECIALIZATION
<u>2. FACULTY OF AGRICULTURAL TECHNOLOGY</u>			
a) Dept. of Pisciculture-Fisheries	6	Pisciculture / Fisheries	Orientations and Specializations have been proposed but they have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Forestry	6	Forestry	
<u>3. FACULTY OF HEALTH & CARING PROFESSIONS</u>			
a) Dept. of Nursing (Branch of Ioannina TEI)	6	Nursing	Orientations and Specializations have been proposed but they have yet to be ratified in legislation ; hence it is not possible to list them
b) Dept. of Baby/Infant Care (Branch of Ioannina TEI)	6	Baby/Infant Care	

T A B L E 1 6

DATA ON PRIVATE SCHOOLS IN PRIMARY AND SECONDARY EDUCATION

NURSERY SCHOOLS, PRIMARY SCHOOLS, GYMNASIA, LYCEA

NUMBER OF SCHOOLS

SCHOOL YEAR	NURSERY SCHOOLS	PRIMARY SCHOOLS	GYMNASIA	LYCEA
1983-1984	226	180	81	54
1984-1985	203	163	71	49

NUMBER OF PUPILS

SCHOOL YEAR	NURSERY SCHOOLS	PRIMARY SCHOOLS	GYMNASIA	LYCEA
1983-1984	9,392	42,654	8,755	6,329
1984-1985	8,818	41,958	9,272	6,453

TECHNICAL EDUCATION

	SCHOOLS (28)*	LYCEA (6)
1984-1985	5,428 pupils	2,306 pupils

* In brackets the number of secondary technical/vocational education establishments

T A B L E 1 7

SPECIAL EDUCATION - PUBLIC AND PRIVATE SCHOOLS

Special Educat. Units	Number of Educ. Units		Total	Not operational			Operational		
	State	Private		State	Private	Total	State	Private	Total
1. Nursery Schools	11	1	12	1	-	1	10	1	11
2. Primary Schools	107	13	120	11	-	11	96	13	109
3. Special Classes	25	-	25	3	-	3	22	-	22
4. Gymnasia	4	-	4	-	-	-	4	-	4
5. Lycea	3	-	3	-	-	-	3	-	3
6. Special Voc. Schools	1	2	3	-	-	-	1	2	3
Total	151	16	167	15	-	15	136	16	152

TABLE 18

SPECIAL EDUCATION - TEACHER NUMBERS

Special Education Units	Number of places (Full complement)			Vacant places			Places filled		
	State	Private	Total	State	Private	Total	State	Private	Total
1. Nursery Schools	15	3	18	2	-	2	12	3	15
2. Primary Schools	264	81	345	21	-	21	243	94	337
3. Special Classes	25	-	25	3	-	3	22	-	22
4. Gymnasias	28	27	55	14	10	24	14	17	31
5. Lycea	28	-	28	13	-	13	15	-	15
6. Special Voc. Schools	11	44	55	4	-	4	7	44	51
Total	371	155	526	57	10	67	313	158	471

TABLE 19

SPECIAL EDUCATION - PUPIL NUMBERS

Special Education Units	Registered pupils						Overall total
	State-run units			Privately-run units			
	Boys	Girls	Total	Boys	Girls	Total	
1. Nursery schools	42	41	83	9	9	18	101
2. Primary schools	1,168	718	1,886	542	322	864	2,750
3. Special classes	161	99	260	-	-	-	260
4. Gymnasias	51	21	72	21	28	49	121
5. Lycea	29	19	48	-	-	-	48
6. Special Voc. Schools	22	8	30	85	89	174	204
Total	1,473	906	2,379	657	448	1,105	3,484

TABLE 20(a)

GREEK-LANGUAGE EDUCATION OF GREEK CHILDREN ABROAD

1984-85

EUROPE	NURSERY SCHOOLS				PRIMARY SCHOOLS													
	TEACHING STAFF				SCHOOL UNITS						PUPILS					TEACHING STAFF		
COUNTRIES	School Units	Pupils	Sec- onded	Pri- vate	Bi- ling- ual	Int- ensive	Mother Tongue	Unmixed classes	Pre- para- tory classes	TOTAL	Bi- ling- ual	Int- ensive	Mother Tongue	Unmixed classes	Pre- para- tory classes	TOTAL	Sec- onded	Pri- vate
W. GERMANY	32	609	36	2	22	120	256	15	17	430	1587	4733	10199	4450	546	21515	616	15
FRANCE	2	51	1	1			26			26			644			644	23	
NETHERLANDS						2	10			12		136	150			286	11	
BELGIUM						4	25	1		30		58	1081	24		1163	53	
LUXEMBURG							1			1			13			13	1	
ITALY							1	1		2			19	28		47	2	
UK	5	61	3				254	5		259			3844	41		3885	43	14
NORWAY							3			3			23			23		
DENMARK							5			5			27			27		
SPAIN							2			2			18			18		

TABLE 20 (b)

GREEK LANGUAGE EDUCATION OF GREEK CHILDREN ABROAD

EUROPE	GYMNASTA											LYCEA													
	SCHOOL UNITS					PUPILS					TEACHING STAFF		SCHOOL UNITS					PUPILS					TEACHING STAFF		
	COUNTRIES	Bi-ling-ual	Int-ensive	Mother Tongue	Mixed	Total	Bi-ling-ual	Int-ensive	Mother Tongue	Un-mixed	Total	Sec-onded	Pri-vate ual	Bi-ling-ual	Int-ensive	Mother Tongue	Un-mixed	Total	Bi-ling-ual	Int-ensive	Mother Tongue	Mixed	Total	Sec-onded	Pri-vate
W. GERMANY	15	32	43	11	101	874	1398	6068	2880	8220	223	65	5				27	32	73			4137	4210	269	27
FRANCE			3		3			66		66						3		3			41		41	6	
NETHERLANDS			2		2			77		77	5														
BELGIUM			8		8			327		327	20					2		2			127		127	10	
LUXEMBURG																									
ITALY																									
UK			36 G.C.E.		36			609		609															
NORWAY																									
DENMARK			2		2			13		13															

TABLE 21

MINISTRY OF NATIONAL EDUCATION AND RELIGION BUDGET FOR THE 1985 FINANCIAL YEAR

Budget item	Central services	Prefectures	T o t a l
1. General joint expenditure	11,027,390,000	161,480,000	11,188,870,000
2. Primary education	44,452,720,000	2,664,991,000	47,118,711,000
3. Secondary education	50,461,380,000	2,758,838,000	53,220,218,000
4. Institutes of Technological Education	4,419,110,000	958,106,000	5,377,216,000
5. University-level Scientific Institutions	237,130,000	-	237,130,000
6. University-level Institutions	20,481,670,000	56,585,000	20,538,255,000
7. Church - Administration	9,320,600,000	-	9,320,600,000
TOTAL	140,400,000,000	660,000,000	147,001,000,000

MINISTRY OF NATIONAL EDUCATION AND RELIGION STATE INVESTMENT BUDGET 1980-85

in 1000 drs.

Level of Education	1980	1981	1982	1983	1984	1985 estimate
Primary & Secondary	4,670,000	5,730,000	7,472,000	(1) 10,664,000	(1) 17,330,000	(1) 19,350,000
Non-University Level Tertiary Education	405,000	379,000	456,000	862,700	2,544,000	3,450,000
University Level Tertiary Education	1,349,000	1,966,000	1,898,000	3,030,000	3,640,000	5,000,000
TOTALS	6,424,000	8,075,000	9,826,000	14,556,700	23,527,000	27,800,000
Administrative Expenditure	232,500	350,000	550,000	650,000	660,000	860,000
OVERALL TOTAL	6,656,500	8,425,000	10,376,000	15,206,700	24,187,000	28,660,000

(1) Including expenditure on the regional and decentralization programme

Eurydice The Education Information Network in the European Community

Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.

On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy*.

This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community, which has the task of coordinating and monitoring the action programme, recommended that the use of Eurydice should in the first phase be limited to those in policy making positions. The Education Committee consists of representatives of the Member States and of the Commission.

In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the Eurydice European Unit, which is part of the network and assists the Commission's Education Service.

Eurydice is based on the mutual cooperation of the National Units and the European Unit. In addition the latter coordinates and animates the network.

* Official Journal n°C38, 19.02.1976. P1

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